



## **CODE OF CONDUCT**

**“Educative, Preventative, and Restorative”**

**2018 - 2019**

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## Why a Code of Conduct?

Nanaimo District Secondary School’s (NDSS) Code of Conduct is in alignment with the Nanaimo Ladysmith Public Schools’ (NLPS) policies and procedures. The NLPS Inclusion Policy 2.10 states: “The Board expects that all students, staff, and members of our school communities will adhere to a code of conduct that is **educative, preventative and restorative** in practice and response.”

| Educative  | Preventative                                    | Restorative                               |
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| ...to give intellectual, moral or social instruction | ...to keep something undesirable from happening | ...to repair, rebuild, reinstate, redress |

## Statement of Purpose

- To establish and maintain a safe, caring, orderly environment for purposeful learning.
- To establish and maintain an appropriate balance between individual and collective rights, freedoms, and responsibilities.
- To clarify and publish expectations for student behaviour while at school, while going to and from school, and while attending any school activity at any location.
- To promote and publish the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law—prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sex orientation—in respect to discriminatory publication and discrimination in accommodation, service, and facility in the school environment.
- To promote and publish the values expressed in NLPS Board Policy NO. 3207, Student Harassment, Intimidation and Bullying, respecting the rights of all individuals as such behaviours can disrupt a student’s ability to learn and interfere with the school’s ability to maintain an appropriate learning environment.

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**Acceptable Student Conduct at NDSS** is behaviour that makes our school a safe, caring, inclusive, and productive learning environment. Our staff strives to teach and model positive behaviours and support students in effective problem-solving, conflict resolution, and restorative practices. While at school, online, or while attending any school function, our students are supported and expected to behave in a manner that is:

#### Responsible

- Accept responsibility, strive to participate, and engage appropriately in your learning.
- Attend classes and consult your teacher in the case of an absence.
- Behave safely; use common sense and conduct yourself in a manner that brings credit to you, your school, and its associated programs.
- Use the internet and technology safely and responsibly.
- Inform an adult and ask for follow-up if you know of bullying, intimidation, harassment, violence, or retaliation.

#### Respectful

- Attend to your learning. The core business of NDSS is education; therefore, a student's core business is learning.
- Treat yourself, classmates, staff, parents, and facilities with kindness and respect.
- Respect school and classroom guidelines for behaviour and conduct.
- Respect yourself, your property, and the property of others.
- Work well with others at school, at home, and in our community.

#### Ready to Learn

- Arrive on time expecting to learn and remain for the duration of the class or activity.
- Bring appropriate learning materials, texts, and supplies to class or school activities.
- Complete all assigned work to prepare for educational growth.
- Seek academic or emotional help for yourself, a friend, a parent, or your family. We have many supports to help you be a happy, healthy, and successful student.

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## Attendance

**Regular attendance and punctuality** help students thoroughly understand course materials and requirements and actively participate in instructional activities.

In-class participation, evaluations, tests, and presentations are learning experiences that cannot be duplicated in the event of absence. Students and parents should be aware of the long-term consequences of missed learning; completing a worksheet or missed assignment reflects a bare minimum of learning and is in no way equivalent to attending classes.

Students with exceptional attendance may receive a letter of recommendation from the NDSS office upon request.

**At NDSS, our teachers provide a classroom-based instructional experience that cannot be replicated with packaged materials.**

### Chronic Non-Attendance

There are many reasons why students may miss a large number of classes. Our NDSS teachers, counsellors, CYSFWs, and student support team work diligently to connect with students who are struggling to attend.

Truancy is an infraction of the Code of Conduct. In cases where students choose to skip classes or whole days of school, teachers will call home and may ask students to stay after school or at lunch to make up missed instruction. If the problem persists, students will be referred to the administration for follow up.

The natural consequence for missing classes is falling behind academically; students choosing to miss classes are not attending to their learning. There is a high correlation between attendance and academic success.

**Unacceptable Student Conduct at NDSS** interferes with the personal safety, well-being, or education of students, others, or the learning environment. It may occur at school (all school-related functions) and online. Unacceptable conduct includes, but is not limited to, inappropriate use of technology, academic dishonesty, bullying, harassment, intimidation, discrimination, and illegal acts.

Unacceptable conduct includes:

- Truancy.
- Interfering with student's own or another student's learning.
- Using foul language directed toward staff or students.
- Harassment—verbal, physical, or online.
- Alcohol and drug use, possession, or distribution.

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- Weapons at school.
  - Violence or threats of violence.
  - Vandalizing or harming school property or facilities.
  - Retaliation against a person who has reported incidents.
  - Willfully disobeying teachers or other adult school personnel (staff, secretaries, custodians, supervision aides, educational assistants, coaches, or bus drivers).
  - Inappropriate online behaviour or use of technology at school or home. Any inappropriate online behaviour toward other students within the school district will be dealt with in the school.
  - Causing a false alarm or creating safety risks for others.
  - Being a bystander or encourager of any of the above.

## Digital Citizenship

Users of NDSS online systems will not knowingly access, upload, download, store, display, distribute or publish any information that:

- Is illegal or advocates illegal acts or facilitates unlawful activity.
- Threatens or intimidates any person or suggests violence, hatred, or discrimination.
- Uses inappropriate and/or abusive language or conduct.
- Contains inappropriate religious or political messages.
- Violates or infringes on the rights of any other person according to the NLPS Board policies, Ministry of Education policies, the British Columbia Human Rights Code, or the Canadian Charter of Rights and Freedoms.
- Is racially, culturally, or religiously offensive.
- Encourages the use of controlled substances, participation in an illegal act, or uses the system to incite criminal actions.
- Is of a defamatory, abusive, obscene, profane, pornographic, or sexually explicit nature, or constitutes sexual harassment or inappropriate romantic overtones.
- Contains personal information, images, or signatures of individuals without their prior informed consent.
- Attempts to hide, disguise, or misrepresent the identity of the sender.
- Constitutes online bullying, harassment, intimidation, or discrimination.
- Violates or infringes on copyright laws.

Unacceptable behaviours could result in disciplinary action including legal action and/or involvement of the RCMP.

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## Academic Dishonesty

Assessments and other school work are measures of a student's academic performance. As such, honesty is essential to ensure a true measurement of a student's learning. Each assessment represents what the student knows or can do in order for the student, the teacher, and their family to have an accurate understanding of the student's progress.

When a student violates academic integrity, it is a behaviour infraction. As a result, the teacher will find an alternative way to assess the student's abilities. At this point, teachers, administrators, the student, and parents work to identify the root cause of the behaviour and to help the student learn from the experience in a caring, consistent, and instructive way.

**Academic Dishonesty is cheating.** This includes:

- Downloading or copying and pasting online material and submitting it as your own.
- Sharing test questions and/or answers with other students verbally or electronically.
- Looking at someone else's test/quiz or allowing someone to copy a test/quiz.
- Submitting someone else's work as your own with or without their knowledge.
- Working with others on an assignment that is designed to be done individually.

### Responding to Academic Dishonesty

If a student engages in academic dishonesty, the teacher will address the matter with the student, the parent, or administrator if needed. The teacher will set a reasonable date and time to complete an alternate assessment. If a student fails to complete the alternate assessment within the stated timeframe, the teacher will issue a score of zero.

## Harassment, Bullying, and Intimidation

According to NLPS Administration Procedure 312, harassment, bullying, and intimidation represent serious misconduct and can have damaging repercussions for all. These behaviours can also disrupt a student's ability to learn and interfere with the school's ability to maintain an appropriate learning environment. We strive to educate students to prevent such behaviours and work with students to address the harm caused by them.

**Harassment** is any unwelcome or unwanted act or comment that is harmful, degrading, humiliating, or offensive to another person. Harassment often persists after the aggressor has been asked to stop. Any of the following behaviours can be considered harassment:

- Condescending treatment that undermines another's self-respect including name-calling, teasing, and disrespectful comments.
- Gossiping, spreading malicious rumours, "dirty" looks, social ridicule, and public embarrassment.
- Social isolation, exclusion from a group, and threatening to withdraw friendship.

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- Repeated unwanted communication.
  - Unwelcome jokes, innuendoes, insults, or put-downs including taunts about a person's body, disability, religion, attire, age, economic status, ethnicity, or national origin.
  - Insulting graffiti directed at an individual or group.
  - Taking and distributing photos.

**Sexual Harassment** occurs when: unwelcome sexual or gender-directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile or offensive environment; or when submission to or rejection of the harasser's sexual demands interferes with the right of the student to obtain an education or the ability of an individual to perform work. Sexual harassment can occur in any gender combination.

Sexual Harassment includes:

- Making unwelcome, offensive, or inappropriate sexually suggestive comments, gestures or jokes, or standing too close.
- Inappropriate touching.
- Cornering or stalking a person.
- Displaying offensive or inappropriate sexual illustrations on school property.
- Distribution of inappropriate sexual messages or photos.

**Intimidation** is the act of instilling fear in someone as a means of controlling that person. Any of the following behaviours could be considered intimidation:

- Verbal threats: threatening phone calls, threats of violence against a person or property.
- Physical threats: showing a weapon, jostling, threatening to punch, stalking, or following.
- Defacing or stealing another's property.
- Daring or coercing a person to do something dangerous or illegal.
- Extortion (demanding payment or goods for a person's safety).
- Inciting hatred toward another person.
- Setting up someone to take blame for an offence.
- Taking photos of people in class and distributing without their awareness / permission.

**Bullying** can be physical or verbal, or can involve social alienation. When determining whether a specific behaviour is bullying, we consider if it is: repeated over time; intended to hurt; involves a power imbalance; or is received negatively by the person(s) affected. Bullying can be either direct or indirect.

**Direct bullying** includes:

- Open assault such as: hitting, punching, kicking, throwing things, pushing.
- Verbal taunts or threats to harm the other individual.



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**Indirect bullying** includes:

- Teasing.
- Criticizing.
- Gossiping.
- Spreading rumours.
- Threatening to withdraw friendship.
- Social isolation or exclusion.

### Intolerance

NDSS will treat seriously behaviour or communication that discriminates or is prejudiced based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender, or sexual orientation. Discrimination is most commonly seen in passive, socially-exclusionary behaviours, which can contribute to feelings of alienation on the part of those excluded. These feelings, in combination with other factors, can contribute to violent and antisocial behaviour, including self-harm.

### Illegal Acts

Illegal acts include:

- Possession, use or distribution/sale of illegal or restricted substances, including alcohol, drugs, or controlled substances or being under the influence of illegal or restricted substances while at school or at a school function, wherever or whenever held.
- Possession or use of a weapon (any instrument designed or used to inflict injury or to intimidate another person).
- Theft of or damage to property.

## Consequences for Unacceptable Conduct

Students at NDSS are under the authority of the School Act of BC and Policies and Procedures as outlined by the Board of Trustees for NLPS, and there are several actions which must be treated as serious infractions and for which consequences will be correspondingly served.

Unacceptable behaviours could result in disciplinary action that may include legal action and/or involvement of the RCMP.

### Educative, Preventative, and Restorative

When considering appropriate disciplinary action, the severity and frequency of unacceptable conduct, as well as rising expectations for behaviour as students grow and mature will be considered. Disciplinary decisions will adhere to District and Ministry Policy Guidelines and will be employed with consistency and fairness. Whenever possible, responses will be educative, preventative, and restorative, rather than merely punitive. Students, as often as possible, will be encouraged to participate in the development of meaningful consequences to promote

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learning and growth. The primary function of disciplinary decisions will be to correct, to educate, and to develop responsible, respectful, and caring school citizens.

Special considerations may apply to students with special needs if these students are unable to comply with the code of conduct because of an intellectual, physical, sensory, emotional, or behavioural disability. In these instances, consideration of student needs will be identified through a Behavioural Support Plan, Safety Plan, or specific goals in the Individual Education Plan, with notification to staff who support the individual student's progress.

### Steps to Address Unacceptable Conduct

- Step 1: Staff members will handle minor indiscretions. When a student chooses not to meet behavioural expectations, there will be natural, logical, and consistent consequences.
- Step 2: Students may be referred to the Counselling Office for behavioural offences that are not considered to be "major" violations. Counsellors will be available for providing problem-solving and supportive-intervention strategies.
- Step 3: Administration will deal with students for serious offences outlined in the Code of Conduct. The consequences of such inappropriate behaviour will depend on the circumstances. Depending on the severity and frequency of the misbehaviour, options include: school service, detention, in-school or out-of-school suspension, and/or a variety of interventions, which include educative, preventative, and restorative measures.

### Student Suspension

Suspension is one strategy in a more complex problem-solving restorative process designed to support the student in changing unacceptable conduct. Student suspension will be employed not as an isolated event, but rather as an integral part of the larger intervention process, the component parts of which will be educative, preventative, and restorative. Sometimes immediate student suspension is the appropriate action to make a school safe when there is a serious breach of conduct or an illegal act. A parent or guardian will always be notified by the administration in the case of a student suspension. The length of a suspension can range from 1 to 5 days.

The purpose of suspension, or any other discipline strategy, should be to develop self-reliant adults. Used judiciously, suspension can have positive effects, including:

- Ensuring safety for everyone in the school community.
- Assigning clear consequences for a range of serious breaches of code of conduct.
- Providing the time for planning support for behaviour change.

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- Promoting collaboration among family, school, and other community services to solve problems and provide support.

Students may be suspended for serious infractions of the school’s code of conduct. Offences that may result in suspension include:

- Assault.
- Break and enter.
- Defiance.
- Disobedience.
- Use or Distribution of drugs and alcohol.
- Intimidation/Harassment/Bullying.
- Misbehaviour.
- Theft.
- Threats to safety.
- Truancy.
- Vandalism.
- Verbal abuse.
- Possession of a weapon.

### Notification

Students and parents/guardians are to be made aware that school officials may have a responsibility to advise other parties of serious breaches of the code of conduct. This notification includes:

- Parents of student offender(s)—in every instance.
- Parents of student victim(s)—in every instance.
- School district officials—as required by school district policy.
- Police and/or other agencies—as required by law.
- All parents—when deemed to be important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it.

### Appeal Process

Parents or guardians wishing to appeal a student suspension will be afforded the opportunity to make such an appeal to the principal of the school. Appeals of a school decision can be referred to the Assistant Superintendent.