

## ***School-Wide Positive Behaviour Intervention Support***

We expect all adults and children to be safe, caring and responsible. Staff members and all adults in our building model and teach students specific behaviour expectations throughout the year following PBIS (Positive Behaviour Intervention Support), our Code of Conduct and our school-wide expectation matrix. We teach:

- Safe, caring and responsible behaviour at school and in our community;
- Friendship skills (greeting, helping, including, cooperating, taking turns, speaking and acting kind
- The difference between teasing and taunting, complimenting and criticizing, reporting and tattling, bullying, peer conflicts and mean behaviours;
- Problem solving, conflict resolution and calming strategies; core virtues like honesty, respect, forgiveness, thankfulness, empathy
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**DO YOUR BEST TO BE A POSITIVE CONTRIBUTOR TO PARK AVENUE COMMUNITY SCHOOL!**  
**DO THE RIGHT THING!**  
**BE A READY LEARNER!**  
**BE SAFE, CARING AND RESPONSIBLE!**

## ***Park Avenue Code of Conduct***

### ***Purpose***

- To establish and maintain a safe, caring, inclusive, and welcoming school environment for purposeful learning.
- To clarify and publish expectations for student behaviour while at school, while going to and from school and while attending any school function or activity at any location. *This includes any behaviour beyond these times (including on-line behaviour) that negatively impacts the safe, caring, or orderly environment of the school, and/or student learning.*
- To outline our school-wide Positive Behavior Intervention Supports.

The *Nanaimo Ladysmith Public Schools 2.10 Inclusion Policy* is based on the principles of respect, acceptance, safety and equity. It “affirms a learning

environment that reflects diversity, inclusivity and equity is essential in supporting the highest level of individual growth and achievement.”

### **BC Human Rights Code**

The **BC Human Rights Code** states that three of its purposes are to:

- (a) “foster a society in British Columbia in which there are no impediments to full and free participation in economic social political and cultural life of British Columbia.
- (b) promote a climate of understanding and mutual respect where all are equal in dignity and rights.
- (c) to provide a means of redress for those persons who are discriminated against contrary to the Code.”

It further states 8 1 (b) a person must not “discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons.”

The **Safe, Caring and Orderly Schools: A Guide** states, schools should be places where students are free from harm, where clear expectations of acceptable behaviour are held and met, and where all members feel they belong.

NLPS Inclusion Policy states that all members of our school community “have the right to expect that policies, procedures, programs and communications are inclusive and respectful.” Administrative Procedures (AP) that support the school Code of Conduct include:

- AP 312 – Harassment, Intimidation, Bullying and Discrimination
- AP 344 - Code of Conduct
- AP 345 - Student Suspension
- AP 347 – Sexual Orientation and Gender Identity
- AP 250 – Honouring Diversity and Challenging Racism

### **CONDUCT EXPECTATIONS**

**Acceptable Conduct** refers to socially responsible behaviours that help to make the school a safe, caring and inclusive environment including:

- Contributing to the school community

- Solving problems in peaceful ways
- Valuing diversity
- Defending human rights
- Respectful interactions with students, staff and community members
- Speaking up and reporting incidents that demean others or threaten the personal or emotional safety of individuals or groups
- Respect the law as it applies to yourself and others
  - *Respect self, others and our environment*
  - *Help to make the school a safe, caring and orderly place*
  - *Act in a manner that brings credit to the school*

**Unacceptable Conduct** refers to behaviour that interferes with the safe and orderly environment of the school, either person-to-person basis or through social media, including, but not limited to:

- Engaging in incidents of harassment, intimidation, bullying or discrimination
- Interfering with the learning or orderly environment of the school or function
- Verbal threats of harm, swarming
- Illegal acts such as: theft or damage to property, possession or distribution of an illegal or restricted substance, possession, use of a weapon, or physical violence.

**AP 344** – Code of Conduct states: “Students with special needs might be unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature. Such students may require special consideration in the selection of appropriate forms of intervention to ensure that they are not subject to disciplinary or intervention measures as a direct or indirect consequence of having a special need.”

### **Rising Expectations**

Park Avenue staff use the *BC Performance Standards for Social Responsibility* to teach students appropriate behaviour. There is an outline of progression of expectations held for students as they become older and more mature, and move through successive grades. The expectations are educative, preventative and allow for many opportunities to teach the same social skill in a variety of ways.

## **Consequences**

NLPS Inclusion Policy 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.”

## **Restorative Practices**

- focus on creating conditions for students to learn self-discipline, fix mistakes and return to the group/class/school strengthened.
- address the needs of all those who have been harmed in a meaningful way.
- respond to the harm are meaningful in addressing the needs of all involved
- help students reclaim their self-esteem through self-evaluation, personal effort and restitution
- provide opportunities to model leadership
- emphasize the importance of positive relationships in building community and,
- speak to the obligation we all have to each other to move towards wholeness, restoration and belongingness.

Participating in a meaningful consequence and may include:

- a ‘do over’ opportunity
- face to face meetings to address the harm done
- group or classroom circles to restore equity, balance and respect
- an act of service to make a positive contribution to the class, school or community
- school/community support to learn and practise problem solving or conflict resolution strategies
- reflective/think process that includes the opportunity to create a plan to restore the harm done

## **Student Suspension**

Discipline measures used with students should be viewed in the context of helping students achieve intellectual and social development. The purpose of suspension, or any discipline strategy, should be to meet these provincial goals and to develop self-reliant adults. Used judiciously, suspension can have positive effects, including:

- ensuring the safety of everyone in the school community.
- assigning clear consequences for a range of serious breaches of the code of conduct.

- providing the time for planning support for behaviour change.
- promoting collaboration among family, school, and other community services to solve problems.

Refer to **AP 344 Student Suspension**

### **Notification**

School administration may advise other parties or agencies of serious breaches of the code of conduct depending on the severity and/or frequency of misconducts and the impact on others and/or the school community. Illegal acts will be reported to the RCMP and/or the District Administration to develop a safety plan that will include the components of education, prevention and restorative action.

### **Retaliation**

No student, school employee, parent or volunteer may engage in reprisal or retaliation against a victim, witness, or other person who brings forward information about an act of harassment, intimidation, bullying, prejudice or discrimination. Reprisal or retaliation is prohibited and will result, where appropriate, in discipline and/or in the filing of a complaint with other appropriate authorities.

### **Appeal Process**

The Board of Education recognizes and respects the fact that students and/or parents or guardians may sometimes disagree with decisions made by employees. The School Act of British Columbia gives parents or guardians and students (with parental consent) the right to express concerns or appeal certain decisions. This right of appeal applies to decisions that significantly affect the health, education or welfare of students. Information regarding the Board's appeal procedure and a copy of the formal appeal bylaw is at [sd68.bc.ca/Board Policies/1000 Board Governance/4.0 Bylaws](http://sd68.bc.ca/Board Policies/1000 Board Governance/4.0 Bylaws). Prior to an appeal it is expected that school administration, students and parents or guardians will work to try resolve concerns at the school level.

### **Risk/Threat Assessment**

SD 68 takes all threats seriously. Students and parents need to be aware of the steps the school district will take in responding to a threat:

- Any threats must be reported to the school principal, counselor, or some other responsible adult
- Nanaimo-Ladysmith schools will follow up on every reported threat.
- Follow-up may involve the police
- Interviews will be held with the threat-maker and any other students who may have information about the threat.
- Threatening behaviour may result in discipline for a student

Intervention plans may be developed for the student making the threat and a support plan developed for any students who are the target of threat

### **School Wide Expectations:**

We expect all children and adults present in the school to practice and model the school-wide expectations. Each class discusses their classroom expectations and posts them.

	Start/End of Day	Play ground	Hallways	Wash-room	Gym	Assembly	Computer Lab	Library
<b>S A F E</b>	*Follow traffic safety rules *No wheels on walkway *Lock up bike *Report concerns	*What's on the ground stays on the ground *Hands, feet, objects to self *Use WITS	*Walk right *Eyes forward *Hands, feet and objects to self	*Wash hands *Leave floors and counters clean & dry *Report concerns	*Ask permission to leave *Move safely *Always in gym with an adult	*Enter, sit & exit safely & quietly *Hands and feet to self *Sit on your bottom	*Walk *Push in chairs *Use appropriate websites *Report concerns	*Walk *Push in chairs *Be with an adult
<b>R E S P O N S I B L E</b>	*Arrive on time with work & tools (planners) *Cell phones - electronics stowed away *Line up quietly	*Return equipment *Leave valuables at home *Tell the truth *Play by the rules	*Quiet! *Hold doors open *Go direct to destination	*Put paper in garbage cans *Quiet voices *Leave items in class or outside *Go direct to destination	*Follow instructions *Be a good sport and play by the rules *Respond to the whistle	*Stand for 'O Canada' *Eyes and ears to speaker *Use Washroom before or after assembly	*No food or drink *Quiet voices *1-2 page print with permission *Return headsets	*No food or drink *Quiet voices *Follow sign-out procedure
<b>C A R I N G</b>	*Kind reminders to others to do the right thing *Look after garden & school *Use assigned doors	*Help others *Share & include others *Pick up litter	*Greet guests *Help others *Smile *Admire displays with eyes only	*Help young students *Use wash-room quickly and exit *Flush toilet	*Include every-one *Help and encourage others *Share equipment	*Help guests find a seat *Show appreciation by clapping	*Share skills *Volume low or off *Log off and leave computer as you found it	*Respect books *Return books on time *Report any book damage to librarian

- Use your WITS= Walk Away, Ignore, Talk it Out, Seek Help to solve problems.
  - Use "I" statements to tell others how you are feeling by their actions.
  - Telling or reporting is to get someone out of trouble; Tattling is to get someone into trouble
- School-wide expectations are easier to follow when the expectations are similar at home – practice being a good citizen when