



Gwa'sala-'Nakwaxda'xw School  
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## STUDENT CODE OF CONDUCT POLICY

### RATIONALE

At the Gwa'sala-'Nakwaxda'xw School we have high expectations for our students. We strive to provide optimum learning in a culturally responsive and rich environment characterized by respect and care. This code of conduct serves to promote a safe and relationally rich atmosphere and to promote respect and responsibility in order to create a conducive learning environment. All expected behaviours and a disciplinary process are outlined in the Student Code of Conduct.

### POLICY

The Gwa'sala-'Nakwaxda'xw School's student code of conduct policy is based on the traditional values of Maya'xala (Respect).

1. Maya'xala for Self
  - I have a right to feel good physically, emotionally and spiritually.
  - It is my responsibility to take care of my physical, emotional and spiritual needs.
2. Maya'xala for Learning
  - I have a right to learn in my school.
  - It is my responsibility to be positive about learning and participate in such a manner where all students in my class can be successful.
3. Maya'xala for Others (Students and Adults)
  - I have a right to be treated with respect and dignity.
  - It is my responsibility to treat others with respect and dignity, helping to take care of their physical, emotional and spiritual needs.
4. Maya'xala for the School
  - I have a right to use student equipment and school property.
  - It is my responsibility to use the equipment and property to all applicable rules and with care and respect.
5. Maya'xala for Safety
  - I have a right to be safe at school.
  - It is my responsibility to behave in a safe manner and to protect the safety of others.
6. Maya'xala for the Environment
  - I have a right to live, play and learn in a clean environment.
  - It is my responsibility keep the environment where I live, play and learn clean.

### Conduct Expectations

Behavioural expectations must be consistently taught and actively promoted.

### Acceptable Conduct

These expectations are how students conduct themselves at school, going to and from school, and attending any school function or activity regardless of location. This includes the Breakfast Club, Sports Club and the school bus or van.

- To respect others (other students and school staff)
- To try and do their best work
- To respect their learning environment and materials (tool, equipment, etc)
- To have regular attendance and punctuality

### Unacceptable Conduct

These behaviours are examples only and are not an all-inclusive list.

Behaviours that:

- interfere with the learning of others
- interfere with play environments
- create unsafe conditions to learn, work or play in

Acts of:

- Bullying (physical, verbal, social & emotional, cyber)
- Misuse of technology (cell phones, iPods, etc)
- Behaviour that interferes with the learning of others
- Physical and emotional violence (towards others or oneself)
- Intimidation
- Willful Defiance
- Inappropriate language
- Theft
- Vandalism
- Pulling the fire alarm without an emergency
- Phoning 911 without an emergency

### Disciplinary Process

#### Consequences

The severity and frequency of unacceptable conduct as well as the age, maturity and individual needs of students are considered when determining appropriate disciplinary action. The Gwa'sala-'Nakwaxda'xw School sets the following expectations for characteristics of consequences:

- Responses to unacceptable conduct should be pre-planned, consistent, logical and fair
- Disciplinary action should be preventative and restorative
- Serious and/or repeated misconduct may result in suspension from the school
- Whenever possible, students should be encouraged to participate in the development of meaningful consequences for violations of the code of conduct

#### Notification

School officials have a responsibility to advise other parties of serious breaches of the code of conduct.

For example:

- Parents of student offender(s) – in every instance
- Parents of student victim(s) – in every instance

- School Officials (Band Manager and Band Council Education Committee) – when suspensions or expulsions happen
- All parents – when deemed to be important to reassure all members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it

### Rising Expectations

It is our expectation that as students mature and progress through the grades that they will, in most cases, be capable of greater responsibility and self-discipline and therefore it is appropriate to have escalating consequences for inappropriate and repeated unacceptable behaviours. Conduct expectations for students in the primary grades may be very different than what we would expect of a student in Grade 7 at the same time being aware of the developmental age of students

### Returning to School After Suspension

Suspended students must return to school after the suspension is over. While a program for suspended students must be offered, students do not have to participate in program to return to school.

For students returning from a suspension lasting more than three school days, the principal will hold a re-entry meeting with the teacher, student and, the student's parent(s)/guardian(s), a representative from band council and an elder to:

- Make the student's transition back to school easier
- Identify any extra academic or other supports to promote positive behaviour the student may need when returning to school.

Community agencies that have been working with the student are also encouraged to attend the re-entry meeting.

# **The Gwa'sala-'Nakwaxda'xw School**

**Maya'xala for Self**

**Maya'xala for Learning**

**Maya'xala for Others**

**Maya'xala for School**

**Maya'xala for Safety**

**Maya'xala for the Environment**

