

School District #62 (Sooke)

DISTRICT AND SCHOOL CODES OF CONDUCT	No.: C-309
	Effective: May 26/98 Revised: Mar. 24, 2009; Sept. 22/15; Apr. 22/25 Reviewed: Sept. 22/15; Feb. 4/25; Feb. 25/25; Apr. 22/25

PURPOSE

The Board is committed to providing safe and caring environments in which all learners can achieve academic excellence, personal growth and responsible citizenship.

Safe and caring school environments are free of acts of:

- Bullying, harassment, threat and intimidation;
- Inappropriate use of electronic devices;
- Violence of any form;
- Verbal, physical or sexual abuse;
- Sexual misconduct;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age (BC Human Rights Code);
- Theft, and
- Vandalism.

Safe and caring school environments do not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, nor
- Intruders or trespassers.

Safe and caring school environments:

- Respect the rights of individuals, including not engaging in discriminatory conduct based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

The effective management of student discipline is a necessity to establish safe and caring environments that foster student learning needs. Prevention and intervention strategies applied at the school level and supported at the District level are the foundations of a successful discipline program. Clear policy and regulations are essential to set standards and provide for consistency among all schools and for all students.

Responsibility for an effective discipline program is shared among many partners including the District, schools, students, parents/guardians, community groups, social agencies and the RCMP. The Board promotes understanding and acceptance of the interactive roles required to achieve safe and caring schools. When criminal allegations are made against a student, staff will not investigate the

circumstances until specific directions are received from the investigative authority (e.g. police or social worker).

SCHOOL BOARD POLICY

DISTRICT CODE OF CONDUCT

The Board promotes clearly defined behavioural expectations that represent the highest standards of respectful and responsible citizenship and lead to a culture of non-violence among all persons in all schools and at all school-authorized events and activities.

To this end, the Board expects that persons will:

- Comply with all applicable federal, provincial and municipal laws, and with district policy and regulations.
- Value and encourage learning and working environments that are inclusive and respectful of the diverse social and cultural needs of our community.
- Treat one another with dignity and respect.
- Refrain from engaging in or encouraging acts of violence of any form.
- Show care and regard for school property and the property of others.
- Take appropriate measures to help those in need, and
- Respect those in positions of authority.
- Comply with the BC Human Rights Code

School Code of Conduct

Consistent with the *School Act*, sections 85(1.1), 168(2) (s.1), each school must establish a Code of Conduct consistent with the District Code of Conduct and other SD62 schools of the same level. Each school must also implement and enforce the code of conduct within their school with the support of school staff and the district.

Consequences for Code of Conduct infractions will be applied in a manner consistent with progressive discipline.

The student whose behaviour, in addition to being unacceptable to the Board, is unlawful, must realize that action by school district personnel may include referral of the matter to appropriate authorities as well as disciplinary action at the school and/or district level.

Progressive Discipline

Progressive discipline is a whole district/school approach that utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behaviour as defined in the district and school Code of Conduct and to build upon strategies that promote and foster positive behaviours.

When inappropriate student behaviour occurs, consequences are applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. The range of consequences chosen are developmentally and socio-emotionally appropriate in order to assist students in learning and to reinforce positive behaviour.

In considering the most appropriate response, school staff take into consideration:

- The particular student and circumstances.
- The nature and severity of the behaviour.
- The impact on the school climate, including the impact on students or other individuals in the school community.

Progressive discipline responses may range from strategies that promote positive student behaviour, including but not limited to:

- Asking a student to stop the inappropriate behaviour.
- Naming the behaviour and explaining why it is inappropriate and/or disrespectful.
- Asking the student to correct the behaviour, engage in a restorative process, or make restitution, e.g. apologizing.
- Time-outs and/or loss of privileges.
- Detention.
- Community service.
- In-school suspension.
- Short-term out-of-school suspension.
- Long-term/indefinite suspension.
- Expulsion (as permitted under the BC *School Act*).

References:

Statutory:

- Criminal Code of Canada
- *Child, Youth and Family Services Act*
- British Columbia *School Act*

Policy:

- C-313 Willful Damage and Theft of Property
- C-314 Alcohol and Other Drugs – Possession, Exchange and Non-Medical Use
- C-316 Breaches of Peace and order
- C-319 Student Suspension