

School District #62 (Sooke)

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

ADMINISTRATIVE REGULATIONS

1. Purpose:
The purpose of these Administrative Regulations is to ensure consistent and fair implementation of the District and School Code of Conduct Policy. This procedure outlines the steps for establishing school Codes of Conduct, addressing violations, promoting a positive school climate, and ensuring the safety and well-being of all students and staff.
2. Scope:
This procedure applies to all students, staff, parents, and visitors in SD62 schools.
3. Definitions:
 - Code of Conduct: A set of guidelines outlining the expectations for behaviour and the consequences for violations within the school district.
 - Violation: Any behaviour that contravenes the Code of Conduct.
 - 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.
 - Disciplinary Action: Measures taken in response to a violation of the Code of Conduct.
4. Content:
 - a. School Codes of Conduct shall be consistent with the BC *School Act* and relevant district policy and regulations and will include expectations regarding acceptable behaviour and unacceptable behaviour while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment, including aggressive behaviours such as bullying, online hate messaging and websites created at sites other than school or school-sanctioned events.
 - b. The Code of Conduct will be consistent with Policy C-316 "Breaches of Peace and Order" and section 177 of the BC *School Act*.
 - c. The Code of Conduct will reflect and reinforce applicable district policies, including: C-311 "Student Attendance", C-313 "Willful Damage and Theft of School Property", C-314 "Alcohol and Other Drugs – Possession, Exchange and Non-Medical Use", C-316 "Breaches of Peace and Order", and C-319 "Student Suspension".
 - d. The school Code of Conduct will apply to all persons involved with the school.

5. Responsibilities:
 - a. Superintendent or designate:
 - i. Support schools in developing preventative and responsive interventions to behaviour concerns;
 - ii. Ensure that each principal, in consultation with staff, parents and, when appropriate, students, establishes a Code of Conduct for their school that is consistent with the District Code of Conduct, reflects provincial standards, district policies and is consistent with other schools at the same level;
 - iii. Provide opportunities for principals and vice-principals to acquire the knowledge and skills necessary to develop and maintain learning and working environments that are safe, welcoming, inclusive and respectful of the diverse social and cultural needs of the community;
 - iv. Provide a variety of supports and programs for students who require proactive intervention to address behavioural needs;
 - v. Support adherence to a fair and consistent range of progressive discipline, including suspension and change in educational programming, for student misconduct;
 - vi. Implement the Digital Basic Threat Assessment Protocol as necessary, and
 - vii. Encourage involvement in parent education opportunities offered by schools or partners of the district concerning knowledge and skills for parents to assist in parenting.
 - b. School Principals:
 - i. Develop a School Code of Conduct consistent with the content expectations described in section 4 above;
 - ii. Provide the Superintendent with information regarding the method by which they have solicited feedback from parents/guardians, students and staff, including the date when the feedback was collected;
 - iii. Develop positive, safe, and caring school cultures, a focus on health promotion, implement school-wide efforts to foster respect, inclusion, fairness and equity and to increase student connectedness to school, as well as develop students' social and emotional competencies and skills;
 - iv. Taking all reasonable steps to prevent a retaliation against a student or staff who has made a complaint about a breach of the District and/or school Code of Conduct;
 - v. Responding to threats and reports of threats of violence by implementing the Digital Basic Threat Assessment Protocol, and
 - vi. Ensure that, where appropriate, a follow-up process is implemented to determine whether certain individuals or groups within the school community will require ongoing support.
 - c. Teachers and Staff:
 - i. Monitor student behaviour, intervene with students and others where appropriate, report violations, and support a positive school environment.
 - d. Students:
 - i. Be familiar with and adhere to the School Code of Conduct and the expected behaviours associated with it;
 - ii. Are expected to progress towards increased personal responsibility and self-discipline as they learn and mature. As such, increasing consequences for inappropriate conduct/unacceptable behaviour may apply, and
 - iii. Understand that the school and/or District may take disciplinary action against them for breaches of the School Code of Conduct.

- e. Parents/Guardians/Caregivers:
 - i. Inform themselves about the approach and goals of promoting a safe and caring school community through accessing district and school level resources;
 - ii. Adhere to Board policies, administrative procedures and the School Code of Conduct when in attendance at school functions (including online and digital functions) and supporting all students by reinforcing and modeling appropriate social and digital behaviours.
 - iii. Support students through co-operative school and parent/guardians/caregivers relationships regarding appropriate academic, social and emotional behaviours, and
 - iv. Support the school and District's role in responding to behaviour that contravenes District policies and procedures and reinforce students' understanding of their behaviour and the consequences arising.

6. Procedures:

a. School Code of Conduct Development:

- i. Each school shall establish a School Code of Conduct including statements of expectations regarding student behaviour that will reflect a caring, orderly and safe environment. The School Codes of Conduct will apply at school, at school approved activities or in other settings where engaging in the activity will have an impact on the school;
- ii. Parents, students and staff must be included in the process to develop and review annually the standards of conduct. Once determined, these shall be stated as a Code of Conduct for the school;
- iii. Principals/Vice-Principals will inform the Superintendent about the process used to solicit feedback and the dates such feedback was collected.

b. Communication:

- i. Behavioural expectations shall be communicated to students and parents/guardians and shall be communicated by displaying it in a prominent area in the school, placing on the school's website, and by distributing copies to the school community at the beginning of each school year;
- ii. Parents, students and staff shall be regularly provided an opportunity to become familiar with the Code of Conduct for the school.

c. Reporting Violations:

- i. Observation and Documentation: Staff who observe a violation must attempt to correct the behaviour, if appropriate, or report and document the incident using school-developed reporting procedures;
- ii. Confidentiality: All reports and investigations will be handled confidentially to protect the privacy of all parties involved.

d. Investigation of Violations:

- i. Initial Assessment: The observing staff member will assess the situation and determine if they can intervene to correct the behaviour or if it should be reported to the school administration.
- ii. Formal Investigation:
 - If warranted, a formal investigation will be initiated including interviews with the involved parties and witnesses;
 - The investigation is to be completed in a timely and fair manner.

e. Intervention and Consequences

i. Determination:

- Based on the level of investigation (initial or formal) the staff member or Principal/Vice-Principal will determine the appropriate consequence in accordance with the circumstances, severity of the violation, and district policy.

ii. Progressive Discipline:

1. 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.
2. In considering the most appropriate response, school staff take into consideration:
 - The particular student and circumstances.
 - The impact on the school climate, including the impact on students or other individuals in the school community.
 - The nature and severity of the behaviour.
3. 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*).

f. Notification:

- i. Parents/Guardians: Parents and guardians will be notified of any formal investigations and, where appropriate, initial investigations that result in disciplinary action, within 24 hours.
- ii. District Administration: Serious violations resulting in suspension will follow District Policy C-319 "Student Suspension".