

Administrative Procedure 104

AP 104 – DISTRICT CODE OF CONDUCT

Definition

District Learning Community: The *District Learning Community* includes all employees, students, parents, contractors, and volunteers.

Background

The District is committed to providing a safe, welcoming environment in all schools and facilities, and expects that all members of the *District Learning Community* will conduct themselves in a respectful, responsible manner that:

- Complies with all applicable and relevant legislation including, but not limited to, the prohibited grounds of discrimination as set out in the BC Human Rights Code;
- Reflects the District 's foundational statements;
- Supports the Competencies: Thinking, Personal and Social Development and Communication; and,
- Models the principles of [Safe, Caring and Orderly Schools: A Guide](#) published on the [Ministry of Education and Child Care](#) website.

The District recognizes that within an educational environment, students' and staff members' feelings of safety and belonging, including freedom from discrimination, and where confidential information is kept confidential, can seriously affect their ability to learn and work. Schools are to be places where students, staff and parents are free from harm, where clear expectations of acceptable behavior are held and met, and where all members feel like they belong. This applies 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.

Procedures

1. The development and review of Codes of Conduct:
 - 1.1 Each Principal or Supervisor will establish a Code of Conduct consistent with this Administrative Procedure that is designed to encourage and support positive behaviour by all members of the learning community.
 - 1.2 Codes of Conduct will be developed through a consultative process where all members of the learning community (staff, parents and students) are provided with an opportunity to be involved.
 - 1.3 Schools must ensure that their Code of Conduct is reviewed annually with students, parents and staff. Schools must also annually assess the effectiveness of their Code of Conduct in addressing current school safety issues.

2. Communicating Codes of Conduct

- 2.1 The District acknowledges that Codes of Conduct can only have a positive impact on school and District cultures when they are communicated to everyone consistently on an annual basis. Everyone within the *District Learning Community* is expected to be aware of their rights and responsibilities, and to exercise them in a positive manner.
- 2.2 With this in mind (2.1), Codes of Conduct will be communicated in the following ways:
 - 2.2.1 Codes of Conduct will be displayed in a prominent location in school and District facilities where visitors to the site as well as people who are regularly in the site can read them;
 - 2.2.2 At the beginning of the school year, the District and its schools must ensure that Codes of Conduct are communicated and reviewed with the *District Learning Community* and also made available to the public (on the District and school websites);
 - 2.2.3 As new students enroll at District schools during the year, they and their parents will review the Code of Conduct and be provided with an opportunity to discuss expectations with District and/or school staff;
 - 2.2.4 As new employees/contractors are hired and new volunteers become active in school facilities, they will review the Code of Conduct and be given an opportunity to discuss expectations with District and/or school staff;
 - 2.2.5 Codes of Conduct will be reinforced throughout the year by school staff at school events, through school newsletters, and so forth; and,
 - 2.2.6 Wherever possible employees are also to be encouraged to incorporate the active teaching of conduct expectations into regular classroom learning activities.

3. Statement of Purpose

- 3.1 The Code of Conduct applies to how the members of the *District Learning Community* conduct themselves during school and/or District events both on and away from District sites, or when engaging in other school-related events.
- 3.2 All members of the *District Learning Community* are to conduct themselves in a manner that:
 - 3.2.1 Respects themselves, others and the *District Learning Community*;
 - 3.2.2 Contributes to safe, caring and orderly schools and work sites and at all District events;
 - 3.2.3 Contributes, and is sensitive to, the maintenance of a positive learning and work environment;
 - 3.2.4 Respects confidentiality by not passing on personal information about students, families, or colleagues;
 - 3.2.5 Promotes purposeful learning;
 - 3.2.6 Addresses incidents of bullying, harassment and intimidation; and,

3.2.7 Is respectful of diversity of others including race, orientation, identity, religion and economic status.

3.3 Unacceptable behaviour includes, but is not limited to:

3.3.1 Behaviours that:

- Interfere with the learning or work of others, including their emotional well-being;
- Create unsafe conditions.

3.3.2 Acts, such as:

- Bullying, harassment or intimidation;
- Physical violence; and,
- Retribution against a person who has reported incidents.

3.3.3 Illegal acts, such as:

- Possession, use or distribution of illegal or restricted substances;
- Possession or use of weapons; and,
- Theft of or damage to property.

4. Intervention for Unacceptable Conduct

4.1 As laid out in *Safe, Caring and Orderly Schools: A Guide*, interventions will be:

4.1.1 Pre-planned, consistent and progressive in expectations;

4.1.2 Wherever possible, preventative, educative, and restorative, rather than punitive; and,

4.1.3 As often as possible, students are to be encouraged to participate in the development of meaningful outcomes/responses to violations of the Code of Conduct.

4.2 Rising Expectations:

4.2.1 Conduct expectations for students in the primary grades will be different from what would be expected of older students or adults, so outcomes are also to take into account a student's age, maturity and severity and frequency of conduct.

4.3 Diverse Learning Needs

4.3.1 Codes of Conduct cannot discriminate against a student who is unable to meet a behavioural expectation because of a diverse learning need (disability of an intellectual, physical, sensory, emotional or behavioural nature).

4.3.2 Codes of Conduct need to provide special considerations for students with diversities and, wherever possible, behavioural expectations are to be part of their Individual Education Plan. Goals and consequences are to take into account the needs of the students.

5. Responsibility to Report:

School officials have a responsibility to advise other parties of serious breaches of the Code of Conduct (e.g., parents, District officials, police and/or other agencies).

Safe, caring and orderly schools can identify a trusted “tellable” adult. Each student should be able to identify this person and have access to them for prompt, discreet action.

6. Protection against Retaliation:

The District will take all reasonable steps to prevent retaliation by a person against a member of the *District Learning Community* who has made a report about a breach of a Code of Conduct.

7. BC Human Rights Code:

7.1 Two of the purposes behind the *BC Human Rights Code* are:

7.1.1 To foster a society in British Columbia in which there are no impediments to full and free participation in the economic, social, political and cultural life of British Columbia; and,

7.1.2 To promote a climate of understanding and mutual respect where all are equal in dignity and rights.

7.2 The *BC Human Rights Code* prohibits discrimination based on any of the following 16 grounds:

<ul style="list-style-type: none">• Race• Political Belief• Colour• Physical Disability, including HIV and AIDS• Ancestry	<ul style="list-style-type: none">• Place of Origin• Religion• Sex• Mental Disability• Criminal or Summary Convictions• Marital Status	<ul style="list-style-type: none">• Sexual Orientation, Gender Identity or expression• Family Status• Age (if you're 19 and above)• Lawful Source of Income (this usually applies to tenancies)	<ul style="list-style-type: none">• Retaliation (if someone discriminates against you because you complained to the BC Human Rights Tribunal)
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8. Bullying Behaviour:

8.1 According to the Ministry of Education and Child Care, bullying is defined as a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance. Bullying behaviour is a type of harassment and intimidation.

- 8.2 This aggressive behaviour includes physical or verbal behaviour and is an intentional and purposeful act meant to inflict injury or discomfort on the other person. Bullying is a distinctive pattern of repeatedly and deliberately harming and humiliating others, specifically those who are smaller, weaker, younger or in any way more vulnerable than the bully. The deliberate targeting of those of lesser power is what distinguishes bullying from other forms of aggressive behaviour.
9. Harassment: Any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of particular concern is such behaviour that persists after the aggressor has been asked to stop. Any of the following behaviours could be considered harassment:
- 9.1 Condescending treatment that undermines another's self-respect;
 - 9.2 Name-calling, teasing, disrespectful comments;
 - 9.3 Gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment;
 - 9.4 Social isolation ("freezing out" or rejecting others), exclusion from a group, threatening to withdraw friendship;
 - 9.5 Repeated unwanted communication;
 - 9.6 Unwelcome jokes, innuendoes, insults or put downs, taunts about a person's body, diverse needs, religion, attire, age, economic status, ethnic or national origin;
 - 9.7 Insulting graffiti directed at an individual or group;
 - 9.8 Unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient.
10. Intimidation: Intimidation is the act of instilling fear in someone as a means of controlling that person. Some examples of intimidating behaviour include:
- 10.1 Verbal threats, i.e., threatening phone calls, threats of violence against a person or property;
 - 10.2 Physical threats, i.e., showing a weapon, jostling, threatening to punch, stalking or following;
 - 10.3 Defacing or stealing victim's property;
 - 10.4 Daring or coercing victim to do something dangerous or illegal;
 - 10.5 Extortion (demanding payment or goods for a victim's safety);
 - 10.6 Inciting hatred toward a victim;
 - 10.7 Setting up a victim to take the blame for an offence.

Reference: Section 6, 7, 7.1, 8, 8.4, 17, 18, 20, 22, 65, 85 School Act
School Regulation 265/89
Safe, Caring and Orderly Schools: A Guide

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