

AP 104 – DISTRICT CODE OF CONDUCT

Definitions

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

Educative: to give intellectual, moral or social instruction.

Personal digital device: any personal electronic device capable of communication and accessing the internet including, but not limited to, mobile phones, iPads, tablets, laptops, wearable technology, music players, virtual reality devices, portable game consoles, and or any other device capable of storing digital data.

Preventative: to take measures to keep something undesirable from happening.

Restorative: to repair, rebuild, reinstate or restore relationships.

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 in the [Strategic Plan](#);
- 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 an educational environment is one where students and staff feel safe, welcome, and free from discrimination, and where confidential information is kept confidential. Schools are to be places where students, staff and parents are free from harm (safe), where clear expectations of acceptable behavior are held and met (orderly), and where all members feel a sense of belonging (caring). This applies 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. School Codes of Conduct

1.1 Overview

- 1.1.1 The District will ensure that schools develop School Codes of Conduct in consideration of the [Cowichan Valley School District Policy 25: Identity, Belonging, and Connection](#) and the [BC Human Rights Code](#), and will explicitly prohibit discrimination on the basis of an individual's or a group's race,

colour, ancestry, place of origin, religion, marital status, family status, physical or mental ability, sex, sexual orientation or gender/gender identity.

1.2 Educative, Preventative, Restorative

1.2.1 Disciplinary decisions will align with Provincial policy guidelines and will be employed with consistency and fairness. Whenever possible, responses will be educative, preventative and restorative. Students, whenever possible, will be encouraged to participate in the development of meaningful response to promote learning and growth. The primary function of code of conduct decisions will be to correct, educate and develop responsible, respectful and caring school citizens.

1.3 Diverse Learning Needs

1.3.1 Codes of Conduct cannot discriminate against a student who is unable to meet a behavioural expectation because of a diverse learning need.

1.3.2 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.

1.4 Process Elements:

1.4.1 The District will ensure that School Codes of Conduct are developed with process elements that are in accordance with the [Provincial Standards for Codes of Conduct Order](#), and guidance from the handbook, [Safe, Caring and Orderly Schools: A Guide](#) and [Developing and Reviewing Codes of Conduct: A Companion to the Provincial Standards for Codes of Conduct Ministerial Order and Safe, Caring and Orderly Schools: A Guide \(2004\)](#).

Process elements include:

- involving students, parents and staff in the development and review of codes of conduct;
- ensuring there is wide knowledge of conduct expectations in school communities;
- keeping codes current and addressing emerging issues by monitoring existing codes and improving as needed;
- actively communicating and promoting codes of conduct to the entire school community, and ensuring new members of the school community have access to and awareness of the school code of conduct;
- review codes of conduct annually with students, parents and staff.

1.5 Content Elements

1.5.1 The District will ensure that the school Codes of Conduct include the following content elements in accordance with the [Provincial Standards for Codes of Conduct Order](#):

- Statement of purpose;
- Conduct expectations (acceptable and unacceptable conduct);

- Rising expectations;
- Consequences of unacceptable conduct;
- Explanation of reasonable steps taken to prevent retaliation against a person who has made a report of a breach of a code of conduct;
- Special considerations for students with diverse learning needs.

1.6 Personal Digital Devices

The District recognizes that new and future technologies create opportunities for constructive and positive uses in learning environments, and that unregulated use may pose a risk to personal safety, and disrupt the learning environment, invade personal privacy and generally interrupt safe, caring and orderly schools.

The use of personal digital devices in schools must comply with [Administrative Procedure 145: Use of Personal Digital Devices](#).

The District will ensure that all School Codes of Conduct include and align with the procedural elements outlined in AP 145 and school administrators will ensure that these elements are in place in School Codes of Conduct:

- restrictions on the use of personal digital devices at school, including;
- during hours of instruction;
- use of personal digital devices for instructional purposes and digital literacy;
- use of personal digital devices that is appropriate to a student's age and developmental stage;
- accessibility and accommodation needs;
- medical and health needs;
- equity to support learning outcomes.

2. Staff Standards of Conduct

2.1 All members of the *District Learning Community* are to conduct themselves in a manner that:

- 2.1.1 Communicates respectfully, and respects self and others in the *District Learning Community*;
- 2.1.2 Contributes to safe, caring and orderly schools and work sites and at all District events;
- 2.1.3 Contributes, and is sensitive to, the maintenance of a positive learning and work environment;
- 2.1.4 Respects confidentiality by not passing on personal information about students, families, or colleagues;
- 2.1.5 Promotes and supports purposeful learning and growth for all members of the District Learning Community;
- 2.1.6 Addresses incidents of bullying, harassment and intimidation;
- 2.1.7 Is respectful of diversity of others including race, orientation, identity, religion

and economic status.

2.2 Reporting and Retaliation

2.2.1 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).

2.2.2 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.

3. Bullying, Harassment and Intimidation

3.1 Bullying

3.1.1 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.

3.1.2 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, intimidating, 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.

3.2 Harassment

3.2.1 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:

- Condescending treatment that undermines another's self-respect;
- Name-calling, teasing, disrespectful comments;
- Gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment;
- Social isolation ("freezing out" or rejecting others), exclusion from a group, threatening to withdraw friendship;
- Repeated unwanted communication;
- Unwelcome jokes, innuendoes, insults or put downs, taunts about a person's body, diverse needs, religion, attire, age, economic status, ethnic or national origin;
- Insulting graffiti directed at an individual or group;

- Unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient.

3.3 Intimidation

3.3.1 Intimidation is the act of instilling fear in someone as a means of controlling that person. Some examples of intimidating behaviour include:

- Verbal threats, i.e., threatening phone calls, threats of violence against a person or property;
- Physical threats, i.e., showing a weapon, jostling, threatening to punch, stalking or following;
- Defacing or stealing victim's property;
- Daring or coercing victim to do something dangerous or illegal;
- Extortion (demanding payment or goods for a victim's safety);
- Inciting hatred toward a victim;
- 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
[Provincial Standards for Codes of Conduct Order](#)
[Developing and Reviewing Codes of Conduct: A Companion to the Provincial Standards for Codes of Conduct Ministerial Order and Safe, Caring and Orderly Schools: A Guide \(2004\).](#)
 BC Human Rights Code

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