

DISTRICT CODE OF CONDUCT

Background

The District strives to provide a safe and non-threatening environment in all schools and facilities, and expects that all members of the *District Learning Community* will conduct themselves in a respectful, responsible and considerate 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 values of Respect, Integrity and Compassion;
- Supports the Five C's of Social Responsibility: Connection, Caring/Compassion, Character, Confidence, and Competence; and,
- Models the principles of a [Safe, Caring and Orderly Schools: A Guide](#) published on the [Ministry of Education](#) website.

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

Definition

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

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 Codes of Conduct will include the following statement regarding the use of personal digital devices 'The use of personal digital devices at school is to be restricted for educational purposes only, to promote online safety and focused learning environments.' According to the Ministerial Order M89 the following section is required:

- a. restrictions on the use of personal digital devices at school, including during hours of instruction;
- b. use of personal digital devices for instructional purposes and digital literacy;
- c. use of personal digital devices that is appropriate to a student's age and developmental stage;
- d. accessibility and accommodations needs;
- e. medical and health needs; and
- f.

3. Conduct Expectations:

- 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 that could negativ.3 (c)t s76 (om)4. To

7.3 For the District, the prohibitions under the *BC Human Rights Code* that are of particular relevance are discriminatory publications and discrimination in services.

7.3.1 Discriminatory publication refers to publishing, issuing or displaying - or causing to be published issued or displayed - any statement, publication, notice, sign, symbol, emblem or other representation that indicates discrimination or an intention to discriminate against a person or a group or class of persons, or is liable to do so.

10. The Five C's of Social Responsibility in the District refers to:
Connection, Caring/Compassion, Character, Confidence, and Competence. These assets promote resilience and good character and are therefore developed intentionally in students through curricular and co-curricular activities.
11. 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:
 - 11.1 Condescending treatment that undermines another's self-respect
 - 11.2 Name-calling, teasing, disrespectful comments
 - 11.3 Gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment
 - 11.4 Social isolation ("freezing out" or rejecting others), exclusion from a group, threatening to withdraw friendship
 - 11.5 Repeated unwanted communication
 - 11.6 Unwelcome jokes, innuendoes, insults, or put downs; taunts about a person's body, disability, religion, attire, age, economic status, ethnic or national origin
 - 11.7 Insulting graffiti directed at an individual or group
 - 11.8 Unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient.
12. Intimidation: Intimidation is the act of instilling fear in someone as a means of controlling that person. Some examples of intimidating behaviour include:
 - 12.1 Verbal threats i.e., threatening phone calls, threats of violence against a person or property
 - 12.2 Physical threats i.e., showing a weapon, jostling, threatening to punch, stalking or following
 - 12.3 Defacing or stealing victim's property
 - 12.4 Daring or coercing victim to do something dangerous or illegal
 - 12.5 Extortion (demanding payment or goods for a victim's safety)
 - 12.6 Inciting hatred toward a victim
 - 12.7 Setting up a victim to take the blame for an offence
13. District Values: Diversity, Inclusion, Integrity, Accountability, Innovation, Creativity, Curiosity, Engagement, Collaboration, Equity, Respect, Empathy are the common values identified for the District through a community consultation process.
14. Safe, Caring and Orderly Schools:
 - 14.1 Safe schools: schools in which members of the school community are free of the fear of harm, including potential threats from inside or outside the school. The attitudes and actions of students, staff and parents support an environment that is

