

510: SAFE, CARING AND ORDERLY SCHOOLS (P)

Approved: 85 02 05
Amended: 02 04 23
Amended: 07 06 26
Amended: 14 11 04
Amended: 16 13 12

POLICY

Schools that are safe, caring and orderly provide the necessary climate for student achievement. The Board of Education believes that such schools are fostered when students, parents and staff work collaboratively to develop ever-improving policies, procedures and practices for creating and maintaining safe, caring and orderly school environments.

A safe school is one 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 resistant to disruption and intrusion, and ensures a constant focus on student achievement.

A caring school is one in which members of the school community feel a sense of belonging, and have opportunities to relate to one another in positive, supportive ways. All aspects of school life embrace and reflect diversity. The school is an inviting place for students, staff, parents and visitors.

An orderly school is one in which members of the school community are informed about and exercise their rights and responsibilities as school citizens. Expectations about acceptable behaviour, respect and decorum are generally understood. Responses to violations are based consistently on sound principles and are appropriate to the context.

REGULATIONS

1.0 CODE OF CONDUCT

- 1.1 The school principal shall ensure that the schools Code of Conduct is consistent with applicable School Act, Regulations and Ministerial Orders and the District's Student Code of Conduct (Appendix I).

2.0 CODE OF CONDUCT VIOLATION

Within the limits of the School Act and Board Policy, the principal or designate, has paramount authority for student behaviour and, while exercising discretion, may utilize a variety of progressive disciplinary actions. Responses to unacceptable conduct should be pre-planned, consistent and fair, and, whenever possible, disciplinary action should be preventative and restorative, rather than merely punitive.

- 2.1 Relevant parties shall be notified of serious breaches of the Code of Conduct as follows:
 - 2.1.1 Parents of the student offender – in every instance.
 - 2.1.2 Parents of the victim – in every instance.
 - 2.1.3 Police and other agencies – as required by law.
- 2.2 All parents will be notified where school officials are aware of a situation or incident and deem it necessary to reassure members of the school community that officials are taking appropriate action to address it.
- 2.3 Schools will develop implementation plans that outline the programs designed to meet the intended goals of the Code of Conduct and the Social Responsibility performance standards. Schools will collect data to monitor the success of such initiatives.

3.0 STUDENT SUSPENSIONS

In some situations, Code of Conduct violations may result in a decision to suspend a student's participation in classroom and/or school activities. Where a student suspension is imposed, the principal or designate shall be guided by the following in determining an appropriate response to unacceptable student conduct:

- 3.1 **IN SCHOOL SUSPENSION (ISS)**
 - 3.1.1 Student will be temporarily removed from the regular classroom to continue his/her studies in an alternate location within the school.
 - 3.1.2 Parents will be contacted regarding reasons for the temporary removal from class as well as the expectations for and duration of the ISS.

3.2 SUSPENSION OF LESS THAN ONE DAY

- 3.2.1 Parents are contacted by telephone and informed that their son/daughter is being sent home.
- 3.2.2 Student is sent directly home and instructed to return to school the next day and if possible, accompanied by a parent(s).
- 3.2.3 If parent(s) cannot be contacted, the student is not to be sent home.
- 3.2.4 No formal written records are required.

3.2 SUSPENSION BETWEEN ONE AND FIVE DAYS

- 3.3.1 Parental contact will be established by telephone and/or by personal interview prior to the student leaving the school. In the event that such contact is unsuccessful, reasonable efforts shall be made to keep the student at school until the normal closing time.
- 3.3.2 A confirming letter informing the parent of the circumstances of the suspension and the anticipated date of return is required.
- 3.3.3 The student will be re-admitted to school by the authorized person who imposed the suspension.

3.4 INDEFINITE SUSPENSIONS

- 3.4.1 Parental contact will be established by telephone and/or by personal interview prior to the student leaving the school.
- 3.4.2 The student will be advised to take home appropriate and sufficient course materials to study at home.
- 3.4.3 A letter will be sent to the parent(s) informing them of the circumstances of the suspension and advising them that they will be contacted by the Superintendent of Schools. A copy of this letter will be sent to the Superintendent of Schools.
- 3.4.4 The Superintendent (or designate) will meet with the principal of the school to determine a recommendation to the District Disciplinary Committee for the appropriate length of suspension.
- 3.4.5 The District Disciplinary Committee will meet at its earliest practical opportunity to review the particulars of the incident and consider the recommended length of suspension prior to determining the length of suspension.

3.5 ACCESS TO THE SCHOOL AND/OR SCHOOL FUNCTIONS

- 3.5.1 The purpose of out of school suspensions are to deny students access to any District school, grounds, and/or school functions.
- 3.5.2 The student may make contact with the school ONLY by pre-arranged appointment with the principal or designate.
- 3.5.3 The student should take necessary books and instructional material home at the time of suspension or make arrangement with the principal at a later time.

3.1 PROVISION OF WORK ASSIGNMENTS BY THE TEACHER

- 3.6.1 Teachers are responsible for ensuring that work assignments are made available for students during suspension.
- 3.6.2 At the time of suspension administrative officers will discuss with students how they will become apprised of school work assigned during their absence.

3.7 EVALUATION OF COURSE WORK COMPLETED DURING SUSPENSION

- 3.7.1 Assignments completed while on suspension will be evaluated according to the same criteria as for other students.
- 3.7.2 Students who have been suspended continue to be accountable for successfully demonstrating all learning outcomes in their courses.

4.0 REFUSAL TO OFFER AN EDUCATIONAL PROGRAM

- 4.1 The Board may refuse to offer an educational program to a student who is sixteen years of age or older and who
 - 4.1.1 Persistently refuses to follow the rules and/or policies of the school or the Board;or
 - 4.2.2 Continues to fail to apply him/herself to his/her studies.
- 4.2 The Board will refuse to offer an educational program to a student who is sixteen years of age or older, where upon the evidence of the Superintendent of Schools, it is shown that the student and his family have been ensured due process, including
 - 4.2.1 Provision of warning
 - 4.2.2 Reasonable opportunity to conform,

4.2.3 Involvement of parents or guardians in the attempted remediation of the problem, and

4.2.4 Opportunity to appear at a Board Hearing

5.0 OTHER

5.1 No permanent record of suspension under this policy shall be entered on pupil records.

5.2 Further guidance in relation to this policy can be found in the following Policy and Administrative Procedures:

[Policy 320: Conveyance of Pupils](#)

[AP 3124: Vandalism to School Property](#)

[AP 5008: Fighting \(under development\)](#)

[AP 5009: Student Discipline – Search and Seizure](#)

[AP 5010: Weapons](#)

[AP 5011: Sexual Orientation/Gender Identity](#)

[AP 5012: Physical Restraint of Students](#)

[AP 5013: Pupil Involvement with Illegal Drugs and Alcohol](#)

[AP 5014: Damage to School Property as a Result of Illegal Pupil Activity](#)

[AP 5015: Trespass on School Roofs](#)

[AP 5016: Police Contact with Students in Schools](#)

[AP 5017: CyberSafety](#)

[AP 5018: Exclusion Order](#)

[AP 5019: Technology Acceptable Use](#)

[AP 7000: Emergency Disaster](#)

Legal References

School Action section 85, 168

Ministerial Order M276/07

Appendix I

District Code of Conduct

The Board of Education of School District 70 Pacific Rim is committed to providing a safe, caring and orderly environment for all students, staff, parents and visitors. This code of conduct outlines, in general terms, the expectations of students, staff, parents and visitors and is to provide general direction to align with school codes of conduct.

In general, the Board expects all manners of conduct to meet the expectations of Policy 401 *Respectful Workplace*, Policy 511 *Sexual Orientation/Gender Identity*, Policy 510 *Safe, Caring and Orderly Schools*, and the *BC Human Rights Code*.

Expectations for Staff

The board expects staff to work co-operatively with students, parents, the community and each other to model positive behavior and develop caring and nurturing school environments. In particular, the Board expects staffs to:

- Model and promote respectful, caring and inclusive behaviour for all members of the school community.
- Engage students in learning using instructional practices and resources in which students see themselves represented.
- Work within staffs to develop a school code of conduct that aligns with the District Code of Conduct and which meets the Ministry's guidelines for school codes of conduct.
- Respond to breaches of the school code of conduct in ways which are preventative, educative and restorative in nature.
- Involve students, as appropriate, in the development of school codes of conduct and the accompanying consequences for breaches.
- Respect their position of trust with students and parents and not abuse that trust for personal, sexual, material or ideological advantage.

Expectations for Students

The Board expects students to engage constructively and meaningfully in school educational and social activities. Positive student behavior is critical to ensuring productive and caring learning environments. All students should feel safe and cared for at school and students have a role to play in ensuring that occurs. In particular, the Board expects students to:

- Abide by their school code of conduct.
- Respect the rights of others.
- Engage in the educational program(s) provided.
- Model inclusive behavior both in educational and social settings.

- Respect and care for the educational resources provided including resource materials, school buildings and busses.

Expectations for Parents/Guardians

Parents and Guardians have the right to send their students to safe, caring and orderly schools. Parental involvement in school activities is necessary to develop collaborative relationships with school staffs which will, in turn, promote learning and positive school cultures. In particular the Board expects parents and guardians to:

- Model respectful behavior when engaging in school district activities.
- Engage with school district staff in a respectful and productive manner.
- Work with schools to create meaningful and effective codes of conduct.
- Support school staffs with enforcing the code of conduct and for explaining to students the necessity for positive behavioural interactions to develop caring, responsive and inclusive school and community environments.