



School District No. 27 (Cariboo-Chilcotin)

SAFE, CARING AND ORDERLY SCHOOLS

Policy No. 5114.1

Effective: April 2010

Initial Adoption: March 1996

Preamble

The Board of Education believes students' feelings of safety and belonging, including freedom from discrimination, can seriously enhance their ability to learn in school. Schools should be places where students are free from harm, where clear expectations of acceptable behaviour are held and met, and where all members feel they belong. The Board supports all reasonable and fair preventative measures taken by staff to mitigate all disruptive behaviours and serious misconduct like violence, threat of violence, bullying, harassment and intimidation.

The Board of Education recognizes and values the diversity found within its school communities and believes that each individual contributes to the strength of the District's culture. The Board also recognizes that students and other school community members identifying as lesbian, gay, bisexual, transgender, two-spirit, intersex, queer, or questioning (LGBTTIQQ) face a unique set of challenges within our schools and communities. Individuals who are dealing with or are perceived to be dealing with issues of gender identity, gender expression, intersexuality or sexual orientation, as well as their families, are frequently the targets of homophobic, transphobic, or heterosexist behaviours. This often results in a struggle with a variety of profound social consequences including discrimination, harassment, physical and sexual violence, social and emotional isolation, substance abuse, homelessness, school truancy and drop-out, self-harm and suicide.

It is with this reality in mind that the Board of Education recognizes that each member of the school and district community must share the responsibility for changing this reality.

Policy

- 1. The Board of Education is committed to a school system where teaching and operational practices honour diversity and promote human rights and encourages ongoing education for staff and students in the areas of anti-harassment and anti-discrimination education. School staffs are encouraged to incorporate school in-service, individual professional development, and group staff development activities as opportunities to enhance the school and work place as a tolerant and diverse learning environment.**
- 2. The Board of Education shall consider any violence, threat of violence, or act of aggression, including harassment, discrimination, intimidation and bullying on school premises to be a serious threat to**

the school environment and to the safety of both students and staff and shall be dealt with in accordance with the school's Code of Conduct.

3. The Board of Education requires each school to have a written Code of Conduct which governs student behaviour on school premises.
4. The Board of Education expects students to comply with the school Code of Conduct and other rules and policies established by the Board and by the school.
5. The Board of Education considers the possession or use of any weapon by anyone on school premises to be a serious threat to the school environment and to the safety of both students and staff.

Regulations

A. Definitions

1. **Safe, Caring and Orderly School:**
A school in which there is a deep personal commitment to the core social values of justice, respect and compassion.
2. **School Premises:**
The school premises include places students travel to and from school, being in the vicinity of the school, on school property, or in attendance at a school sponsored activity. Students are considered to be on school premises during the period of time that a student is normally in transit to, in attendance at or in transit from, the school or in attendance at a school function.

i.e.: While on school property during the normal school day, or riding in a school bus, the principal is responsible for supervising the behaviour of the student. If a student walks to and from school, the student is responsible to the principal for her/his actions. If a parent or guardian transports a student, the parent is responsible for supervising the student.
3. **Weapon:**
 - a. Anything that is used, or intended to be used, or is designed to be used to put someone in fear; or
 - b. Anything used or intended for use in causing death or injury to persons whether designed for that purpose or not; or
 - c. Anything used, or intended for use, to threaten or intimidate any person and, without restricting the generality of the foregoing, includes any replica weapon or firearm as defined in the Criminal Code (s. 84).

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4. **Discrimination:**

In Canadian law, "discrimination" is defined as intentional or unintentional differential treatment for which there is no bona fide or reasonable justification when such behaviour imposes burdens, obligations or disadvantages on specific individuals or groups as defined by the Human Rights Code.

Discrimination occurs when someone is treated differently and poorly because of their race, colour, ancestry, place of origin, religion, marital or family status, physical or mental disability, sex, sexual orientation, age (19 years and over), criminal conviction (in employment), political belief (in employment), or lawful source of income (in tenancy).
 5. **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 likely to expose a person or group or class of persons to hatred or contempt. Schools may need to address discrimination of this type displayed in graffiti, student publications, blogs, websites, or other communication methods.
 6. **Discrimination in Service:**

To deny a person a service customarily available to the public or to discriminate against a person or class of persons regarding a service customarily available to the public.
 7. **Sexual Orientation:**

In this policy, all references to “sexual orientation” shall include, but is not limited to, persons who are: bisexual, gay, heterosexual, intersex, lesbian, queer, questioning persons, transgender, transsexual, two-spirit, or persons who are labelled as such, whether they are or not; or persons with immediate family members who are of this sexual orientation.
 8. **Racism:**

Racism is a belief that some people are better than other people because they belong to a particular race or ethnic group. Racism can exist as part of an individual’s beliefs or more widely as part of a society’s values, practices, and institutions. Racism is harmful because it hurts and isolates people and divides communities.
 9. **Racial Discrimination:**

Racial discrimination occurs when someone actually does something based on racist beliefs. Racial discrimination is racism put into action

by treating some people differently and poorly because of their race, colour, ancestry, or place of origin.

10. **Religion:**

For the purposes of this policy, religion refers to both beliefs and practices.

B. Code of Conduct Content

The Code of Conduct created by each school shall:

1. Be consistent with the District's Mission, Vision and Core Operating Values;
2. Be consistent with this Policy, other Board policies, the *School Act and Regulations* and the BC Human Rights Code;
3. Include one or more statements addressing all the prohibited grounds of discrimination set out in the BC Human Rights Code, as they relate to the school environment (s. 7). People are protected by virtue of their, real or perceived, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, age sexual orientation or gender identification and therefore should not be subjected to discriminatory actions, including publication or discrimination of service;
4. Make a statement of purpose that provides rationale for the Code of Conduct; which is to provide a safe, caring and orderly school environment where students feel a sense of belonging, pride in their school, and where people in the school community are respectful, fair, and where they feel safe to work and learn;
5. Make one or more statements about what is acceptable behavior to help create an atmosphere of trust and security in which students may grow in confidence as a result of their actions and achievements;
6. Include one or more statements about what is unacceptable behavior, include aggressive behaviors such as intimidation, harassment and bullying and include a disclaimer that all unacceptable behaviours are not limited by these examples.;
7. Include one or more statements from this policy regarding the possession or use of weapons;
8. Provide an explanation that the Board will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the Code of Conduct;

C. Consequences

Where consequences are invoked to ensure that unacceptable behaviour is not repeated the teacher or principal and/or vice principal shall:

1. Ensure that consequences applied are appropriate for the violation of the Code of Conduct, and focus on restorative actions rather than those that are punitive in nature;
2. When levying consequences for behaviors of a discriminatory nature, make every attempt to address all parties involved and develop a plan to address the school culture.
3. Consider a student's age, maturity and special needs, as well as the student's previous school record;
4. Give special considerations to students with special needs if these students are unable to comply with a Code of Conduct due to a disability of an intellectual, physical, sensory, emotional or behavioral nature;
5. Consider the use of suspension only when violation of the Code is serious or other consequences have been inadequate or ineffective.

D. Procedures

1. The Code of Conduct shall:
 - i. Be reviewed annually with representation from staff, parents and students, to assess its effectiveness;
 - ii. Be approved by and filed with the Superintendent upon formulation and after each revision;
 - iii. Be communicated and distributed annually to all staff, students and parents at the beginning of each school year and at any time thereafter a new staff member, or student becomes part of the school community;
 - iv. Be actively taught to all students in such a manner as to explain and model the language and concepts of socially responsible behavior for a safe and caring school. Students must be able to observe and encounter these values in action in their daily lives, especially in the school setting.
 - v. Be displayed in a prominent area of the school, and made readily accessible to the public;
 - vi. Recognize the rights of students to due process, their dignity, and the obligation of teachers to teach and manage a safe, caring and orderly classroom environment.

2. Where there is reasonable belief that a person within school premises is in possession of a weapon on his or her person, or in any other place, the school principal and/or vice principal shall, as expeditiously as possible:
 - i. Make reasonable attempts to minimize the risk of injury to any person;
 - ii. Arrange for the removal of weapons from the school premises;
 - iii. Notify the RCMP immediately, if that action is deemed appropriate;
 - iv. Notify the Superintendent;
 - v. Notify the parent/guardian of the student involved; and
 - vi. Take appropriate disciplinary and remedial action.