



School District No. 19 (Revelstoke)

Policy Manual

7.1 SCHOOL/ STUDENT BEHAVIOUR EXPECTATIONS

The Board is committed to providing safe, caring and orderly environments for learning.

Each school is expected to have a school Code of Conduct for students that shall be developed and reviewed regularly with the involvement of students, parents and staff. Expectations and consequences are consistently taught and reinforced throughout the school.

The school Code of Conduct provides a framework for the development of school wide expectations and is reflective of the norms and values of the school community. Responses to unacceptable behaviour are based on sound principles, are appropriate to the context, reflect proactive and preventative measures and are often restorative in nature. Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff or visitors.

Guidelines

Code of Conduct documents contain the following elements:

1. **Purpose/Content** – a description that provides a rationale for the students behaviour expectations.
2. **Conduct Expectations**
 - 2.1 Appropriate conduct – a description that conveys clearly how students are expected to conduct themselves at school, while going to and from school, and while attending any school function at any location.



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2.2 Inappropriate conduct – statements that convey clearly what is considered to be inappropriate conduct. These include:

2.2.1 behaviours that:

- interfere with the learning of others
- interfere with an orderly environment
- create unsafe conditions

2.2.1 acts of:

- bullying, harassment or intimidation
- physical violence
- retribution against a person who has reported incidents

2.2.1 illegal acts, such as:

- possession, use or distribution of illegal or restricted substances
- possession or use of weapons
- theft of or damage to property

3. **Potential Consequences** - An explanation of the levels of behaviours and consequences.

4. **Communication** - Processes for involving parent(s)/guardian(s) are described.