



Rationale

The CISKD is committed to fostering safe, caring, inclusive, Christ-centred learning environments and safe schools. The purpose of the Code of Conduct is to further promote the mission of the Board of Directors and to provide a framework for individual schools to develop a local school-based Code of Conduct that fosters a positive school climate and supports student academic achievement.

Policy

In maintaining responsible and respectful behaviours in students, a school Code of Conduct must be established, documented, and reviewed regularly with staff and parents. The principal or designate, in collaboration with staff, is required to develop a Code of Conduct and review the strategies to ensure that all staff will be familiar with the conduct protocols.

Procedure

The Principal will ensure that each school will have in place a School Code of Conduct consistent with the values, beliefs and principles enunciated in the Mission Statement.

1. The Codes of Conduct are to include:
 - a. one or more statements about what is:
 - i. acceptable behaviour, and
 - ii. unacceptable behaviour, including bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment;
 - b. one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and special needs, if any;
 - c. a commitment that the school will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the policy.
2. The School Code of Conduct will be developed by the school community and will be:
 - a. based on input from students, parents, school staff and community members;
 - b. reflective of the expectations of students as addressed in the district policies;
 - c. communicated in writing on an annual basis to all members of the school community; and
 - d. reviewed and adapted as necessary on an annual basis by members of the school community.
3. The School Code of Conduct will recognize that making mistakes and learning from such are part of the growth process but that the welfare and security of the entire community must be ensured and as such will specify the establishment of a continuum of three equally important and interrelated components:



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- a. preventative procedures.
 - b. supportive procedures for minor breaches of conduct; and
 - c. fair, corrective interventions to address major breaches of conduct.
4. Preventative interventions will reflect:
 - a. the fundamental Catholic beliefs of acceptance, caring, hope, and reconciliation.
 - b. the setting of realistic goals and a clear knowledge of expectations and responsibilities.
 - c. a close collaboration among students, parents, and staff members of the school community; and
 - d. opportunities to celebrate success.
5. Supportive interventions focus on serving the student within the school area and include:
 - a. ongoing contact with parents as key partners in the process;
 - b. behavioural strategies appropriate to the needs and developmental level of the individual students which are to be implemented at the first signs of inappropriate conduct;
 - c. a specific range of logical consequences that are consistent, fair to the individual and that are reflective of the community standards;
 - d. strategies for problem solving and growth in self-discipline which may involve district level and/or community agency support; and
 - e. recognition of positive conduct.
6. Corrective interventions reflecting Catholic social justice principles that protect the dignity of both the individual person and the common good involve the administration of fair and consistent disciplinary procedures in response to the following severe breaches of conduct:
 - a. disruptive behaviour,
 - b. verbal, physical or sexual threats or assaults,
 - c. harassment,
 - d. use or possession of weapons,
 - e. use, possession or distribution of tobacco and/or vaping products
 - f. use, possession or distribution of drugs, cannabis and liquor
 - g. vandalism or theft, or
 - h. any activities with criminal intent.
7. The School Code of Conduct Policy will stipulate that any student committing a severe breach of conduct will be suspended in accordance with Student Suspension and Expulsion, Policy 504. Parent involvement is crucial at this level of intervention. Subsequent actions can include crisis intervention strategies, counseling services, access to alternate educational settings, and expulsion. In some instances, the school may require the involvement of outside agencies and services.
8. In order to enhance the abilities of the staff and parents to facilitate growth in student behaviour, each school will provide opportunities for in-servicing.



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9. There is a need for accurate and appropriate documentation and communication in accordance with existing policies and regulations.

REFERENCE

Policy 315 – Tobacco and Vapour Products

Policy 502 - Student Discipline

Policy 504 – Student Suspension and Expulsion

Policy 505 – Harassment and Bully Prevention

Date Approved: January 2011
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