



*"Inspire learners, Integrate sustainability,
Involve community"*

SCHOOL DISTRICT NO. 64

POLICY 400 Student Behaviour and Discipline

Section: Students

Dates of Revisions: November 8, 1989, February 12, 2003

Date of Adoption and

Resolution Number: June 13, 2018 -76/18

Rationale:

The board shares a responsibility with parents and community to prepare students as responsible citizens, who contribute to a safe, caring and orderly school and a socially responsible society. It believes that students will, to the best of their developmental abilities, fulfil their duties as students (as defined in the School Act), and work with other members of the school community to promote and support safe, caring and orderly learning environments. It recognises, however, that school principals and teachers will, on occasion, find it necessary to discipline students not meeting behavioural expectations.

Clearly stated, well-publicised, and fairly and consistently enforced expectations play a role in supporting and sustaining safe and caring learning and working environments by

- *promoting a sense of security*
- *promoting commitment*
- *reducing stress*
- *promoting students' capacity for self-regulation*
- *supporting classroom teachers' efforts to increase learning time*
- *facilitating communication and cooperation amongst staff, parents/guardians and the community*

Policy:

Under the direction of the principal, schools will establish, publicise, enforce, review and revise, as necessary, clearly stated expectations for student behaviour. These will

- a. be framed in positive language;
- b. form the basis of the schools' codes of conduct;
- c. emphasize and promote positive behaviour; and
- d. apply to all activities at all times.

Such expectations will be most effective when they are more or less consistent from classroom to classroom, and they are aligned with school-wide, district-wide and parental expectations.

School-level discipline policies and practices will be developed and administered in a manner that:

- a. is fair;
- b. is consistent with each school's code of conduct;
- c. to the greatest extent possible, is restorative rather than punitive in nature;
- d. promotes social and emotional development; and
- e. meets student, parent, and school community needs.

Reference:

- School Act (RSBC 1996), Chapter 412, Part Two: Students and Parents, s.6
- Policies and Procedures 200, 210, 402