

## Safe, Caring, and Orderly Schools

The Greater Victoria School District is committed to each student's success, and nurtures student learning and well-being in a culturally safe, culturally responsive, and inclusive learning community.

Everyone has the right to an environment free from being treated differently based on race, colour, ancestry, place of origin, religion, family or marital status, physical or mental disability, age, sex or sexual orientation, gender identity or gender expression, or any other reason noted in the BC Human Rights Code.

This Code of Conduct aligns with the Ministry of Education and Child Care's guide to [Safe, Caring, and Orderly Schools](#) summarized as:

- **Safe schools** are ones in which everyone is free of the fear of harm.
- **Caring schools** are ones in which everyone feels a sense of belonging and support
- **Orderly schools** are free from chaos and confusion, and alive with purposeful learning

This Code of Conduct also aligns with the Local Education Agreements (LEAs) of the Four Houses. The Four Houses include the Esquimalt Nation, Songhees Nation, Métis Nation of Greater Victoria, and Urban Peoples' House Indigenous Advisory. Any policy changes that will impact Indigenous students must be shared with the Indigenous Education Council.

## Purpose & Goals

The purpose of this Code of Conduct is to set clear expectations for appropriate student behaviour and inform consequences for inappropriate behaviour. This Code of Conduct aims to create environments that:

- Support students' potential, goals, and achievements
- Maintain balances among individual and collective rights, freedoms, and responsibilities
- Provide a consistent experience between schools
- Inform students of rising expectations for their behaviour as they age and mature

## Acceptable Conduct

All members of our school community are expected to be culturally safe, respectful, responsible, and cooperative while at school and while attending school functions at any location. All students have rights and responsibilities:

	Myself and Others	School Building, Resources, Environment, and Community
Students have the right to...	<ul style="list-style-type: none"> <li>• Learn</li> <li>• Be respected</li> <li>• Privacy and personal space</li> <li>• Cultural safety</li> </ul>	<ul style="list-style-type: none"> <li>• A safe, clean, and healthy school environment</li> <li>• An environment free of racism</li> </ul>
Students have the responsibility to...	<ul style="list-style-type: none"> <li>• Attend class on time and be prepared</li> <li>• Be kind, welcoming, and inclusive to all</li> <li>• Learn and play safely</li> <li>• Respect personal space</li> </ul>	<ul style="list-style-type: none"> <li>• Respect classrooms and shared spaces</li> <li>• Treat books, devices, equipment, and other resources with care</li> <li>• Keep personal items like toys at home</li> </ul>

	<ul style="list-style-type: none"> <li>• Use appropriate language and volume</li> <li>• Follow classroom expectations like raising hands, waiting turns, sharing, and listening</li> <li>• Ask for help when needed</li> <li>• Follow directions of staff including teachers, monitors, and crossing guards</li> </ul>	<ul style="list-style-type: none"> <li>• Respect school property and avoid areas that are out of bounds</li> <li>• Respect nature and all living things</li> <li>• Put garbage, compost, and recycling in the appropriate bins</li> <li>• Respect hallway and classroom displays</li> </ul>
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## Unacceptable Conduct

All members of our school community are expected to behave in ways that do not infringe on the rights and freedoms of others to have a safe, caring, and orderly school environment. Unacceptable conduct includes:

- Acts of hate, racism, violence, harassment, hazing, or bullying (physical, verbal, online, or otherwise)
- Possession, use, or distribution of illegal substances, alcohol, tobacco (except for approved ceremonial purposes with proper protocol), e-cigarettes, vaporizers, or paraphernalia
- Possession, use, or distribution of weapons (including imitation or replica weapons)
- Disruptive or defiant actions
- Use of inappropriate language, gestures, images, and/or symbols
- Illegal acts such as theft or damage to property (including graffiti)
- Leaving the school campus or entering unauthorized areas without permission
- Selling, trading, or gambling (unless authorized by the school)
- Plagiarism, cheating, or inappropriate use of Artificial Intelligence (AI)
- Wearing clothing promoting substance/alcohol use, discrimination, offensive language or images, or other inappropriate content

## Cell Phones and Personal Digital Devices

A 'personal digital device' means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone or a tablet. Restricting the use of personal digital devices at school is for the purpose of promoting online safety and focused learning environments.

- Students are expected to follow restrictions set by their school and/or teacher(s), such as storing devices out of sight and on silent or airplane mode.
- During instructional hours, usage is at the teacher's discretion and direction for instructional purposes and digital literacy, taking into consideration appropriate use for the students' age and developmental stage.
- Equity must be considered to support learning outcomes. Accommodations can be made for students without a personal digital device who may need one to complete schoolwork, and to support students who may have disabilities, diverse abilities, or medical/health needs.

For full details, visit: \*\*\*\*

## Interventions, Supports, and Consequences

Consequences for students who do not follow the Code of Conduct will be appropriate to the behavior, as well as the maturity level of the student. Whenever possible, conflict resolution practices are restorative rather than punitive, aiming to provide students with opportunities to take responsibility for their actions, fix and learn from their mistakes, and resolve concerns in a constructive manner. Special considerations may apply to students who are unable to comply with expectations due to having an exceptionality of an intellectual, physical, sensory, emotional, or behavioural nature.

The Local Education Agreements (LEAs) will help inform any disciplinary actions that may need to be taken on account of student behaviour.

## Bylaws, Policies, and Regulations

Students and all members of our learning community are responsible for following the bylaws, policies, and regulations as approved and enacted by the Board of Education.

## Notification

It is important that parents/caregivers be informed when serious breaches occur. District personnel and third parties (e.g. police) may also be informed, with the specific goal of resolving the situation in the best interests of both the student and the school community.

## Retaliation Prevention

Students are encouraged to “step in and speak out” if they witness acts that do not align with the Code of Conduct. This may involve seeking the help of a teacher, school administrator, counsellor, parent, or other trusted adult. To maintain a safe environment, acts of retaliation against a student who reports a breach of the Code of Conduct are taken very seriously and will be addressed.

## School Messaging

This section allows for the school community, including staff, students, and parents to provide additional school-level expectations and guiding principles that are developed collaboratively.

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### Greater Victoria School District No. 61

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*The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.*