



**DISTRICT SCHOOL BOARD  
ONTARIO NORTH EAST**

## **Policy No. 2.1.6**

**Section: School Related Operations**

**Related References: Education Act, subsection 302(2), Part XIII;**

**Bill 13: Accepting Schools Act, 2012; An Act to amend the**

**Education Act with respect to bullying and other matters**

**Occupational Health and Safety Act**

**Caring and Safe Schools in Ontario**

**Policy/Program Memorandum No. 128: The Provincial Code of**

**Conduct and School Board Codes of Conduct, 2012**

**Appendix: A**

**Approved: March 20, 2001**

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**Review Date:**

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### **TITLE: CODE OF CONDUCT**

#### **1.0 Rationale:**

District School Board Ontario North East is committed to supporting a strategy for promoting a safe, inclusive, and accepting school climate. The purpose of the Code of Conduct is to ensure the rights and responsibilities of all members of the school community. Practices will focus on prevention and will foster dignity and respect while ensuring the safety of all through firm, fair and progressive strategies designed to promote both self-respect and respect for others.

#### **2.0 Definitions:**

##### **Progressive Discipline**

Progressive Discipline is a range of early and later interventions, supports and consequences that are developmentally appropriate. It includes opportunities for students to learn from mistakes and focus on improving behaviour.

##### **School Community**

The School Community includes trustees, all staff of the Board (administrators, principals and vice-principals, teachers, support staff), students, parents, police services, community partners, and community groups who use Board facilities.

#### **3.0 Policy:**

It is the policy of District School Board Ontario North East to maintain a safe and inclusive learning and teaching environment through the adoption of a Code of Conduct. A Code of Conduct promotes responsibility, respect, civility and academic excellence. It sets clear standards of behaviour for all members of the school community. The goal is to create a positive school climate where all members of the school community feel safe, included and accepted.

## **PROCEDURES:**

### **1. Introduction**

All students, parents/guardians, teachers and staff members have the right to be safe, and to feel safe, included, and accepted, in their school community. With this right comes the responsibility to contribute to a positive school climate.

A school should be a place that promotes responsibility, respect, civility and academic excellence in a safe, inclusive, and accepting learning and teaching environment.

A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

The promotion of strategies and initiatives such as Student Success and Character Development, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports student achievement and well-being.

District School Board Ontario North East's Code of Conduct and our schools' codes of conduct include the Provincial Standards of Behaviour Code of Conduct.

These standards of behaviour apply not only to students, but also to the entire school community, i.e. individuals involved in the school system – principals, teachers, staff, parents/guardians, volunteers, community groups – whether they are on school property, on school buses, or at school-related events or activities, or in other circumstances that could have an impact on the school climate.

Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

A whole school approach involving all members of the school community builds and sustains a positive school climate.

### **2. Guiding Principles and Purpose of the Code**

The purposes of the code are:

- To ensure that all members of the school community are treated with respect and dignity;
- To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- To prevent bullying in schools;
- To encourage the use of non-violent means to resolve conflict;
- To promote the safety of people in the schools;

- To discourage the use of alcohol and illegal drugs;
- To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

### **3. Standards of Behaviour**

#### **Respect, Civility and Responsible Citizenship**

All members of the school community will:

- Respect and comply with all applicable Federal, Provincial and Municipal laws;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas and opinions;
- Treat one another with dignity and respect at all times, especially where there is disagreement;
- Respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- Respect the rights of others;
- Show proper care and regard for school property and the property of others;
- Take appropriate measures to help those in need;
- Seek school staff assistance, if necessary, to resolve conflict peacefully;
- Respect all members of the school community;
- Respect the needs of others to work in an environment that is conducive to learning and teaching.

### **Roles and Responsibilities**

#### **School Board**

The Board will:

- Cooperate fully with police and community agencies in the administration of this policy;
- Seek input from School Councils, the Parent Involvement Committee (PIC) and the Special Education Advisory Committee (SEAC);
- Communicate the Provincial Code of Conduct and the School Board's Code of Conduct to parents, students, principals, teachers, school and Board staff, and all members of the school community, to obtain their commitment and support;
- Develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship and safety;
- Provide opportunities for staff to acquire the knowledge, skills and attributes necessary to develop and maintain a safe learning and teaching environment;

## **Principals**

Principals will:

- Take a leadership role in the daily operation of the school by demonstrating care and commitment to a safe, inclusive and accepting teaching and learning environment;
- Hold those under their authority accountable for their actions and behaviour;
- Empower students to be positive leaders in their school and community;
- Communicate meaningfully and on a regular basis with all members of the school community;
- Will ensure that the school code of conduct is based on but not limited to the minimum expectations set out in the Board's code of conduct;
- Communicate annually to the school community the school code of conduct via the board or school website or other means the principal deems appropriate;
- Serve as role models.

## **Teachers**

Teachers will:

- Help students work to their full potential and develop their self-worth;
- Empower students to be positive leaders in their classroom, school, and community;
- Communicate regularly and meaningfully with parents;
- Maintain consistent standards of behaviour for all students;
- Demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
- Prepare students for the full responsibilities of citizenship;
- Serve as role models.

## **Non-teaching Support Staff**

Support staff will:

- Help students work to their full potential and develop their self-worth;
- Empower students to be positive leaders in their classroom, school, and community;
- Maintain consistent standards of behaviour for all students;
- Demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
- Prepare students for the full responsibilities of citizenship;
- Serve as role models.

## Students

Students will:

- Follow the established rules and accept responsibility for their personal actions;
- Demonstrate through acceptable behaviour respect for self and others, for those in authority and for responsible citizenship;
- Fulfill expected academic obligations;
- Come to school punctually each day, prepared and willing to learn;
- Obey the rules of the school, on school buses, and at other sites during school activities;
- Refrain from bringing anything to school that compromises the safety of others;
- Dress appropriately in accordance with the Board's and the school's policies;
- Use respectful language, free from profanity;
- Work cooperatively with staff and other students;
- Be honest in their academic work (refrain from plagiarism, cheating, etc.);
- Use free time responsibly;
- Refrain from any bullying, violent, or harassing behaviour;
- Serve as role models.

## Parents

Parents will:

- Demonstrate respect for all members of the school community;
- Support the efforts of school staff in maintaining a safe and respectful learning environment;
- Show an active interest in their child's school work and progress;
- Communicate regularly with the school;
- Help their child be appropriately dressed and prepared for school;
- Ensure that their child attends school regularly and on time;
- Promptly report to the school their child's absence or late arrival;
- Show that they are familiar with the Provincial Code of Conduct, the board's code of conduct, and school rules;
- Encourage and assist their child in following the rules of behaviour;
- Assist school staff in dealing with disciplinary issues involving their child;
- Serve as role models.

## Consequences for Students

In addressing inappropriate behaviour by students, schools will:

- Utilize a progressive discipline approach;

- Utilize Student Success and Character Development strategies and programs;
- Provide students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
- Utilize models such as those based on the concepts of peer mediation, peer counselling and/or restorative practices;
- Document incidents requiring disciplinary measures;
- Consider mitigating factors to be sensitive to unique circumstances which may affect student behaviour;
- Ensure that contact with the parents and guardians of students under the age of eighteen, or adult students (students over the age of 18 or those 16 or 17 years old who have withdrawn from parental control), is made early in the disciplinary process and involves them in a plan to improve the student's behaviour until the behaviour is acceptable;
- Utilize consequences in a progressive and appropriate manner.

Board Policy #2.1.18 – Safe Schools: Student Discipline, Bullying Prevention and Intervention – sets out the process for suspension and expulsion of students, including mitigating factors that must be considered and progressive discipline that may be incorporated.

## Appendix A

### Student Expectations in Relation to the Code of Conduct

#### Appropriate Dress:

You are expected to dress in a manner appropriate to the school environment, compliant with the individual school's dress code. Students are expected to dress appropriately for serious classroom work. If you are dressed inappropriately, you will be required to change into appropriate clothing.

#### Respect for Authority:

You are expected to comply with the rules of the school and with the expectations of all school personnel. The rules, which have been established under the Education Act, are not intended to be difficult for students to follow. They are grounded in respect for self and for others and have been endorsed by your teachers, your parents, and your peers. All staff and students deserve the right to be free from verbal and physical abuse.

#### Bus Regulations:

You are expected to comply with the school bus rules which are designed to ensure the safety of all students traveling to and from school. Inappropriate behaviour on the school bus may result in loss of bus privileges, as per the Tri-Board Transportation Policy and your school discipline procedures.

#### Transportation for Field Trips:

If you are on a school trip of any kind or duration and your behaviour is inappropriate, your parents will be notified and you will be sent home. Your parents will be required to pay for your return transportation. Further consequences are possible, pending a full report from the teacher supervisor.

#### Respect for Property:

You are expected to treat all school property with respect at all times. Students who destroy, deface or lose school property will be required to pay the cost of repair or replacement. At the discretion of the principal other measures may be taken.

#### Punctuality and Attendance:

You are expected to attend and be on time for all of your classes and school activities in order to be successful. Parents and students should be aware of school protocols, and the Safe Arrival Policy.

If you have to leave the school during the day, you will need a note signed by a parent/guardian to excuse you from school (e.g. for a dental appointment). If you are ill, your parents will be notified and asked to pick you up. If you are absent from school, the school must be notified, and you will be required to bring a note dated and signed by a parent/guardian to the school, explaining your absence. Chronic truancy may result in an internal or external suspension and referral to the Board's Attendance Officer and court.

**Preparation for Classes:**

You are expected to prepare for each class; to have the materials necessary in order to ensure success in your academic studies. If you come to class unprepared you will receive consequences.

**Academic Honesty:**

Students are expected to follow the Growing Success Policy (2.1.34) at all times. Consequences for plagiarism or cheating will be determined following the Growing Success Policy (2.1.34).

**Conduct Off School Property:**

Behaviour off school property and outside the school day can negatively affect the learning environment and student safety in the school. Where there is evidence of this, the school principal will intervene as if the inappropriate behaviour was initiated in the school setting.