



## **CODE OF CONDUCT *for Safe, Caring and Inclusive Schools***

### **A Shared Responsibility**

When staff, students and parents work together to keep their school safe, it has a powerful impact on the culture and climate of the school. Each partner has an important contribution to make.

#### **The school's responsibility:**

- Provide a climate free from distractions
- Teach and model positive behaviour and good citizenship
- Teach acceptance of and respect for others
- Foster open, honest communication
- Help students work to their full potential and develop their sense of self-worth
- Provide bullying prevention programs, including bullying prevention throughout the curriculum in daily classroom teaching

#### **The student's responsibility:**

- Practise honesty and integrity
- Exercise self-control and self-discipline
- Come to school prepared, on time, and ready to learn
- Show respect for self and others
- Treat others with kindness, dignity and respect
- Show respect for school property

#### **The parent's responsibility:**

- Understand your school's code of conduct as well as the board and provincial code of conduct
- Show an active interest in your child's/youth's school work and progress
- Talk with your child/youth about how they can contribute to keeping their school a safe place
- Assist your child/youth in following the rules of positive behaviour
- Communicate with your child's/youth's school
- Be a positive role model for your child/youth

## **Progressive Discipline**

Progressive Discipline is a whole school approach that uses a continuum of interventions, support and consequences that include opportunities for reinforcing positive behaviour and helping students make good choices.

#### **A progressive discipline approach includes:**

- Early and ongoing prevention and intervention strategies
- Addressing inappropriate behaviour
- Opportunities for a student to learn from their choices
- Parental awareness and involvement
- A shift from solely punitive to both corrective and supportive measures

**When a student behaves inappropriately, the following are taken into consideration before any consequence is applied:**

- The particular student and mitigating factors
- The nature and severity of the behaviour
- The impact on the school climate
- The relationships within the school community

**Activities leading to a possible suspension:**

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.
- Being under the influence of alcohol.
- Swearing at a teacher or at another person in a position of authority.
- Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school.
- Bullying.
- Disorderly conduct, persistent opposition to authority, conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school.
- Possession or use of explosive devices, including fireworks.
- Fire setting, initiating a false alarm, making a bomb threat, or an act that places individuals, property or community at risk.
- Extortion
- Harassment
- Hate crimes
- Smoking on school property
- Theft
- Vandalism of school or Board property.
- Reckless or dangerous use of a vehicle (e.g. car, motorcycle, bicycle, etc.) on school property.

**Activities leading to suspension and possible expulsion:**

- Possessing a weapon, including possessing a firearm or knife.
- Using a weapon to cause or to threaten bodily harm to another person.
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
- Committing sexual assault.
- Trafficking in weapons, illegal or restricted drugs.
- Committing robbery.
- Giving alcohol to a minor.
- An act considered by the principal to be significantly injurious to the moral tone of the school and/or the physical or mental well-being of others.
- A pattern of behaviour that is so inappropriate that the student's continued presence is injurious to the effective learning and/or working environment of others.
- Activities engaged in by the student on or off school property that cause the student's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board.
- Activities engaged in by the student on or off school property that have caused extensive damage to the property of the Board, or to goods that are/were on Board property.

**Mitigating factors that must be considered:**

- Age and history of the student
- Does the student have the ability to control their behaviour?
- Does the student have the ability to understand the foreseeable consequences of their behaviour?
- Does the student's continuing presence in the school create an unacceptable risk to the safety of any person?
- Has a progressive discipline approach been used with the student?
- Was the student's inappropriate behaviour related to any harassment of the student because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason?

- Does the consequence affect the student's ongoing education?
- For a student with an Individual Education Plan (IEP) or disability-related needs:
  - Is the behaviour a characteristic of the disability?
  - Have appropriate accommodations been made?
  - Is the consequence likely to aggravate or worsen the behaviour or conduct?

### **Standards of Behaviour**

Respect, Civility and Responsible Citizenship means that all members of the school community must:

- Comply with all applicable federal, provincial, and municipal laws
- Demonstrate honesty and integrity
- Show consideration for differences in people, their ideas, and opinions
- Treat one another with dignity and respect at all times and especially when there is a disagreement
- Treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability
- Acknowledge 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 assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- Respect all members of the school community, especially persons in positions of authority
- Appreciate the need of others to work in an environment that is conducive to learning and teaching,
- Refrain from swearing at a teacher or at another person in a position of authority