



MOOSONEE DISTRICT SCHOOL AREA BOARD

BOARD GOVERNANCE POLICY

Motion	2016-05-010
Adopted	May 3, 2016
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Review Date	

SAFE SCHOOLS: SCHOOL CODE OF CONDUCT

1. PURPOSE

Moosonee District School Area Board is committed to the establishment and maintenance of a positive learning and working environment throughout the school community. The school Code of Conduct is intended to foster a climate of mutual respect that recognizes the dignity and worth of every member of the school community, and to ensure that all members are safe, and feel safe.

The purposes of a school Code of Conduct are as follows:

- a) to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
- b) to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- c) to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
- d) to encourage the use of non-violent means to resolve conflict;
- e) to promote the safety of people in the school;
- f) to discourage the use of alcohol, and illegal and restricted drugs; and
- g) to prevent bullying in schools.

2. DEFINITIONS

School Climate: School climate refers to the environment, values, and relationships found within a school. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

Progressive Discipline: Progressive discipline is a whole-school approach that uses a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours.

Bullying: Bullying means aggressive and typically repeated behaviour by a student that is intended to cause (or should be known to cause) harm, fear, or distress to another individual, including physical, psychological, social, or academic harm, or harm to the individual's reputation or property. Bullying creates a negative environment for another individual and occurs in a context where there is a real or perceived power imbalance.

Mitigating and Other Factors: Mitigating and other factors must be taken into account when discipline is being considered. These factors are described in Ontario Regulation 472/07 Behaviour, Discipline and Safety of Pupils.

Suspension: A suspension means a student is removed from school and school activities for a specific period of time ranging from one school day to 20 school days. A student who is suspended for more than five school days is considered to be on long-term suspension and may participate in a program for suspended students.

Expulsion: Expelled students are removed from school and school activities for an indefinite time period. The Board offers a program for expelled students which must be completed before the student returns to school.

3. POLICY

- 3.1 The Moosonee District School Area Board requires Moosonee Public School to have a written school Code of Conduct that is in accordance with the Board's policies, administrative procedures, and protocols which define clear and consistent expectations for desired conduct, with clear and consistent consequences for inappropriate behaviour.
- 3.2 The Code of Conduct shall articulate the rights and responsibilities of students whether they are on school property, on school buses, or at school-authorized events. It shall state the need for students to feel comfortable, safe, and secure during school and school-related activities. In addition, the Code shall specify that in dealing with incidents of inappropriate behaviour, the principal and staff shall be fair, firm, and consistent.
- 3.3 The Board believes that the effective implementation of this policy and the school Code of Conduct is a shared responsibility of the whole community. Parents, teachers, students, support staff, and other members of the school community work together to model and teach behaviours that promote a positive, caring, school environment for all members of the school community.

4. BOARD EXPECTATIONS

- 4.1 The school Code of Conduct shall be developed cooperatively with the staff, students, and parent(s)/guardian(s), and shall conform to Board policies and administrative procedures.
- 4.2 The foundation of the school Code of Conduct shall be respect for self, others, and the environment.
- 4.3 The Code of Conduct shall be positive in tone, constructive, and shall emphasize that rules are necessary when people gather to learn.
- 4.4 The school Code of Conduct shall define clear expectations for appropriate behaviour and consistent consequences for inappropriate behaviour. The document shall also provide a rationale for the Code, and procedures to be followed in implementing the Code. It is understood that the Code will be

implemented using a progressive discipline approach that includes a preventative support program.

- 4.5 The school Code of Conduct shall include expectations for self-respect, respect for others, respect for the school staff, respect for school property, attendance, punctuality, preparation for class, and academic honesty.
- 4.6 The school Code of Conduct shall establish immediate, relevant, age-appropriate and developmentally-appropriate consequences for violent acts.
- 4.7 The School Code of Conduct shall include clear statements that harassment; physical, verbal (oral or written), sexual or psychological abuse; bullying; hate-motivated behaviours and discrimination on the basis of racial characteristics, culture, age, religion, gender, language, disability, sexual orientation, or any other attribute is unacceptable.
- 4.8 The school Code of Conduct shall include clear statements that the possession and/or display of weapons or replicas or imitations of weapons on school property will be referred to the police, and in addition, may result in a recommendation for expulsion.

5. COMMUNICATION AND REVIEW

- 5.1 The school Code of Conduct shall reflect Board policies, administrative procedures, and protocols, where relevant.
- 5.2 The school shall publish the Code of Conduct and distribute it annually to students, staff, and the School Council.
- 5.3 The school shall discuss the Code of Conduct with students, annually, at the beginning of the school year.
- 5.4 The school shall post the Code of Conduct in a prominent location and make it available to the community.
- 5.5 When distributing the Code of Conduct, the school may also include a form acknowledging receipt and reading of the Code.
- 5.6 The principal shall review the school Code of Conduct and consult annually with the staff, students, and the School Council.
- 5.7 When substantive changes are made to the school's Code of Conduct, it will be redistributed as set out in subsection 5.2.
- 5.8 Students new to the school shall receive a copy of the school's Code of Conduct upon registration.

6. RESPONSIBILITIES OF PRINCIPALS

- 6.1 The principal shall forward a copy of each new and revised school Code of Conduct to the supervisory officer and Board of Trustees.
- 6.2 The principal shall ensure that the Code of Conduct reflects the expectations noted above in this policy.
- 6.3 The principal shall ensure that information with respect to weapons and drugs is thoroughly reviewed with students at the beginning of each school year and reinforced at appropriate intervals during the school year.
- 6.4 The principal shall apply the Code of Conduct in a fair, firm, consistent, and timely manner.
- 6.5 The principal shall ensure that victims of school-based unacceptable behaviour shall be provided with interim support and/or counselling by appropriate school staff.
- 6.6 Victims shall be advised that further counselling may be available both within the system and also outside the system.
- 6.7 After appropriate disciplinary actions have been taken, perpetrators of school-based unacceptable behaviour shall be advised of appropriate counselling opportunities.
- 6.8 At the discretion of the Board, counselling may be considered as part of the mandatory program for an expelled student. The expelled student must satisfy the objectives required for completion of the program, as determined by the person who provides the program, before re-entry to school.
- 6.9 The principal shall work with the school staff and the supervisory officer to develop curriculum which is aimed at teaching students sound strategies for dealing with human relationships in a non-violent manner.
- 6.10 In-service training on the special education implications of inappropriate behaviours may be made available to all staff, depending on available resources.
- 6.11 The principal shall ensure that staff members develop effective techniques for conflict management, including recognizing, approaching, defusing, de-escalating, and resolving potential confrontational situations.
- 6.12 The principal shall use appropriate resources from the Board to develop and implement intervention strategies as an alternative to, or in conjunction with, suspension.

7. RESPONSIBILITIES OF TEACHERS

- 7.1 Each teacher shall uphold and implement the school Code of Conduct, as applicable to each student.
- 7.2 Teachers who observe a student committing an infraction for which a suspension may be imposed, shall refer the matter to the principal.
- 7.3 Teachers shall document ongoing disruptive incidents and implement appropriate intervention strategies as outlined in the school Code of Conduct, including communication with the principal or vice-principal. Strategies are also described in Administrative Procedure 376 Progressive Discipline.
- 7.4 Appropriate school and educational services resource staff shall actively pursue the identification of possible underlying causes for inappropriate and continuing behaviour problems or violent acts.

8. RESPONSIBILITIES OF ALL STAFF MEMBERS

- 8.1 All staff members shall inform the principal whenever a student is displaying unacceptable behaviour or is engaging in violent acts.
- 8.2 All staff members shall respond to violent incidents in accordance with established protocols.
- 8.3 All staff members are required to exercise extreme self-restraint in dealing with difficult or insolent students.

9. RESPONSIBILITIES OF STUDENTS

- 9.1 Students shall exercise self-discipline in language, conduct, and development to fulfill their role as responsible members of the student community within the school.
- 9.2 Every student is responsible for his or her conduct related to all staff and members of the school community, and ultimately, is accountable to the principal of the school:
 - a) on the premises;
 - b) during the regular school day;
 - c) while participating in out-of-school activities that are part of the school curricular and co-curricular programs;
 - d) while travelling on a school bus that is operated by or under contract with the Moosonee District School Area Board; and
 - e) while engaging in acts off school property which affect the climate in the school, significantly impacting on the tone or dynamics of the school or the safety of its members.

REFERENCE DOCUMENTS**Legal:**

Education Act, Section 169.1: Board Powers and Duties: Positive School Climate
Education Act, Part XIII Behaviour, Discipline and Safety of Pupils
Ontario Regulation 472/07 Behaviour, Discipline and Safety of Pupils: Mitigating Factors
Ontario Regulation 474/00 Access to School Premises
The Provincial Code of Conduct and School Board Codes of Conduct
The Canadian Charter of Rights and Freedoms
Ontario Human Rights Code
The Child and Family Services Act
The Municipal Freedom of Information and Protection of Privacy Act
PPM No. 119 Developing and Implementing Equity and Inclusive Education Policies 2009, revised 2013
PPM No. 120 Reporting Violent Incidents to the Ministry of Education
PPM No. 128 The Provincial Code of Conduct and School Board Codes of Conduct
PPM No. 141 School Board Programs for Students on Long-term Suspension
PPM No. 142 School Board Programs for Expelled Students
PPM No. 144 Bullying Prevention and Intervention
PPM No. 145 Progressive Discipline and Promoting Positive Student Behaviour

Board:

Board Policy GOV-01 Board Philosophy, Goals, and Values
Board Policy GOV-07-0 Equity and Inclusive Education
Board Policy GOV-08 Safe Schools
Board Policy GOV-17 Appeals and Hearings Regarding Student Discipline
Board Policy GOV-21 Access to School Premises
Board Policy GOV-22 Vandalism
Administrative Procedure 376 Progressive Discipline
Administrative Procedure 377 Student Discipline: Bullying
Administrative Procedure 378 Student Discipline: Suspension
Administrative Procedure 379 Student Discipline: Expulsion
Police/School Board Protocol
Moosonee Public School Code of Conduct