

<b>Date of Issue</b>	October 2004
<b>Original Date of Issue</b>	November 4, 1996
<b>Subject</b>	<b>CODE OF CONDUCT</b>
<b>References</b>	<i>Education Act</i> Board Policy 4260
<b>Links</b>	FORM A7630 - 1
<b>Contact</b>	School Services

---

## **1. Rationale**

The Ministry of Education requires that all boards develop a Code of Conduct which communicates to all members of the school community, including students, staff, parents, teachers, volunteers and visitors, the expected standards of behaviour.

The Board recognizes that all members of the school community have the right to be safe and feel safe in their school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

The board Code of Conduct has been developed in accordance with the guiding principles of the *Education Act*, Part XIII in order to create a common philosophy and understanding upon which safe learning and working environments can be maintained for all school community members.

## **2. Roles and Responsibilities**

2.1 The Simcoe County District School Board will:

- 2.1.1 develop policies that set out the manner in which schools will implement and enforce the provincial Code of Conduct and all other guidelines that it develops as related to the provincial standards for respect, civility, responsible citizenship and physical safety;
- 2.1.2 seek input from school councils and review safe schools policies with members of the school community;



- 2.1.3 establish a process that clearly communicates the provincial Code of Conduct to the school community in a manner that solicits their commitment and support;
  - 2.1.4 ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship and physical safety;
  - 2.1.5 provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence within safe learning and teaching environments.
- 2.2 Principals, under the direction of the Board, take a leadership role in the daily operation of a school. They provide leadership by:
- 2.2.1 demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
  - 2.2.2 communicating regularly and meaningfully with all members of their school community;
  - 2.2.3 holding everyone, under their authority, accountable for their own behaviour and actions.
- 2.3 Teachers and school staff, under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:
- 2.3.1 help students work to their full potential and develop their self-worth
  - 2.3.2 communicate regularly and meaningfully with parents
  - 2.3.3 maintain consistent standards of behaviour for all students
  - 2.3.4 demonstrate respect for all students, staff, parents and volunteers
  - 2.3.5 prepare students for the full responsibilities of citizenship.
- 2.4 Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of

citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

2.4.1 comes to school prepared, on time and ready to learn;

2.4.2 shows respect for himself/herself, for others and for those in authority;

2.4.3 refrains from bringing anything to school that may compromise the safety of others;

2.4.4 follows the established rules and takes responsibility for his or her own actions.

2.5 Parents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfil this responsibility when they:

2.5.1 show an active interest in their child's school work and progress;

2.5.2 communicate regularly with the school;

2.5.3 help their child be appropriately dressed and prepared for school;

2.5.4 ensure that their child attends school regularly and on time;

2.5.5 promptly report to the school their child's absence or late arrival;

2.5.6 become familiar with the Code of Conduct and school rules;

2.5.7 assist schools in dealing with disciplinary issues, by bringing them to the attention of staff;

2.5.8 encourage and assist their child in understanding and following the rules of behaviour.

2.6 Police and community members are essential partners in making our schools and communities safer. Community members need to support and respect the rules of their local schools. Police investigate incidents in accordance with the protocol developed with the local school board. This protocol is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

### **3. Strategies to Promote a Safe Learning Environment**

The following listing of sample strategies is a starting point from which school community members can begin to develop a plan in order to promote self-discipline and good citizenship. The principal, in consultation with school council, may choose from/add to or develop their own strategies.

#### **3.1 Prevention strategies may include:**

- 3.1.1 establishing positive school climate
- 3.1.2 maintaining effective classroom management
- 3.1.3 using encouragement, reinforcement and recognition
- 3.1.4 promoting social skills development
- 3.1.5 providing anger management and conflict resolution instruction
- 3.1.6 utilizing peer counselling; and
- 3.1.7 using home-school communication.

#### **3.2 Supportive intervention strategies may include:**

- 3.2.1 teachable moment
- 3.2.2 verbal redirection, reminders and reinforcement
- 3.2.3 active listening
- 3.2.4 choices
- 3.2.5 problem solving techniques
- 3.2.6 behavioural contracts
- 3.2.7 interviews/discussion

3.2.8 school/board resources

3.2.9 outside agency involvement.

#### **4. Standards of Behaviour**

##### 4.1 Respect, Civility and Responsible Citizenship

All school members must:

4.1.1 respect and comply with all applicable federal, provincial and municipal laws;

4.1.2 demonstrate honesty and integrity;

4.1.3 respect differences in people, their ideas and opinions;

4.1.4 treat one another with dignity and respect at all times, and especially when there is disagreement;

4.1.5 respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;

4.1.6 respect the rights of others;

4.1.7 show proper care and regard for school property and the property of others;

4.1.8 take appropriate measures to help those in need;

4.1.9 use non-violent means to resolve conflict;

4.1.10 dress in a manner that is appropriate to school activities with regard to exposure, cleanliness and/or message;

4.1.11 respect persons who are in a position of authority;

4.1.12 respect the need of others to work in an environment of learning and teaching.



4.2 Personal Safety

The following will **not be tolerated**:

4.2.1 Weapons

- 4.2.1.1 possession of any weapon or replica, including but not limited to firearms;
- 4.2.1.2 use of any object to threaten or intimidate another person;
- 4.2.1.3 causing injury to any person with an object.

4.2.2 Alcohol and Drugs

- 4.2.2.1 possession of or being under the influence of alcohol and/or illegal drugs;
- 4.2.2.2 providing others with alcohol or illegal drugs;
- 4.2.2.3 being under the influence of a noxious substance, such as glue or gasoline;
- 4.2.2.4 being in contravention of the *Tobacco Control Act*.

4.2.3 Physical Aggression

- 4.2.3.1 conduct injurious to the physical well-being of others such as inflicting or encouraging others to inflict bodily harm on another person.

4.2.4 Verbal Aggression

- 4.2.4.1 inflicting verbal (oral or written), comments of a sexual or racial nature that hurt an individual or group of individuals;
- 4.2.4.2 threatening physical harm, bullying or harassing others;
- 4.2.4.3 using any form of discrimination.

Further to the standards of behaviour, it is expected that all school members will seek staff assistance, if necessary, to resolve conflict peacefully.

## **5. Development of School Codes of Conduct**

The Board may require a principal to develop a school code of conduct in consultation with students, staff, parents and school council.

## **6. Consequences for Unacceptable Behaviour**

6.1 In the enforcement of consequences, attention must be given to avoid bias, to ensure that procedures are fair, informed, and impartial. Students and their parents must be fully aware of the consequences outlined in the Code of Conduct.

### **6.2 Mandatory Suspension**

6.2.1 **Immediate suspension and police involvement** will be the minimum penalty for:

6.2.1.1 uttering a threat to inflict serious bodily harm;

6.2.1.2 possession of illegal drugs;

6.2.1.3 acts of vandalism causing extensive damage to school property or property located on school premises.

6.2.2 **Immediate suspension** will be the penalty for:

6.2.2.1 swearing at a teacher, or other person in authority;

6.2.2.2 deliberately pushing or striking a teacher or other person in authority;

6.2.2.3 being in possession of alcohol;

6.2.2.4 being under the influence of alcohol, illegal drugs or other noxious substances such as glue or gasoline; or

6.2.2.5 engaging in another activity that, under a policy of the board is one for which a suspension is mandatory.



6.

6.2.3 Mitigating Circumstances

The suspension of a pupil as outlined in this section is by provincial regulation not mandatory if:

6.2.3.1 the pupil does not have the ability to control his/her behaviour;

6.2.3.2 the pupil does not have the ability to understand the foreseeable consequences of his/her behaviour; or

6.2.3.3 the pupil's continuing presence in the school does not create an unacceptable risk to the safety or well-being of any person.

6.3 Discretionary Suspension

A pupil **may be suspended** if he/she commits any of the following infractions:

6.3.1 persistent truancy;

6.3.2 persistent opposition to authority;

6.3.3 habitual neglect of duty;

6.3.4 wilful destruction of school property;

6.3.5 the use of profane or improper language;

6.3.6 conduct injurious to the moral tone of the school; and/or

6.3.7 conduct injurious to the physical or mental well-being of others in the school;

6.3.8 smoking or using tobacco products on school property;



6.3.9 harassment, and/or

6.3.10 any other infractions established by board policy pursuant to section 307(1) of the *Education Act*.

6.4 Mandatory Expulsion

6.4.1 Police will be involved and the pupil will be immediately suspended and proceed to an expulsion inquiry for the following:

6.4.1.1 possession of a weapon, including but not limited to firearms;

6.4.1.2 trafficking in drugs or weapons;

6.4.1.3 robbery;

6.4.1.4 use of a weapon to cause bodily harm, or to threaten serious harm;

6.4.1.5 physical assault causing bodily harm requiring professional medical treatment;

6.4.1.6 sexual assault;

6.4.1.7 providing alcohol to minors;

6.4.1.8 engaging in another activity, that, under a policy of the Board, is an activity for which expulsion is mandatory.

6.4.2 Mitigating Circumstances

The expulsion of a pupil as outlined in 6.4.1 is not mandatory if:

6.4.2.1 the pupil does not have the ability to control his/her behaviour;

6.4.2.2 the pupil does not have the ability to understand the foreseeable consequences of his/her behaviour; or

6.4.2.3 the pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

6.5 Discretionary Expulsion

A pupil **may be expelled** if:

- 6.5.1 the pupil's pattern of behaviour is so refractory that the pupil's presence is injurious to the effective learning environment of others;
- 6.5.2 the pupil's continuing presence in the school is injurious to the physical or emotional well being of other pupils or persons in the school;
- 6.5.3 the pupil has engaged in activities that have caused extensive damage to the property of the board or to goods that are on school board property;
- 6.5.4 the pupil has demonstrated through a pattern of behaviour (e.g. neglect of duty, or opposition to authority), that he/she has not prospered by the instruction available to him/her and that he/she is persistently resistant to improving his/her behaviour; or
- 6.5.5 the pupil has threatened or has assaulted a member of staff. (In the case of a threat, the pupil, in the judgement of the principal, must have the ability to carry out the threat.)

APPENDIX A provides an overview of consequences in chart form for unacceptable behaviour.

**7. Review**

The Simcoe County District School Board Code of Conduct will be reviewed every three (3) years.

**First Issued** November 4, 1996  
**Revised** March 1, 1997; July 13, 1999; August 29, 2001; September 29, 2001;  
October 2004

***Issued under the authority of the Director of Education***



**PARENT RESPONSE SHEET – SAMPLE**

Please find attached a copy of our Code of Conduct. This code outlines expectations for behaviour and consequences for individual infractions. The code is consistent with the Simcoe County District School Board and the Ministry of Education expectations. For further details refer to: <http://www.scdsb.on.ca> and/or <http://www.edu.gov.on.ca>

We appreciate the effort that you put forth with your child(ren) to encourage good behaviour. Please discuss this code with each child (student) and then have him/her sign in the designated space. Please sign in the space provided below indicating your awareness of our expectations.

We appreciate your support in this matter.

Sincerely

The staff of \_\_\_\_\_ School

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

**Name(s) of Students**

**Teacher**

**Signature of Student(s)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**DEFINITIONS****Weapon**

Anything used, designed to be used or intended for use in causing death or injury to any person or to threaten or intimidate any person. Objects such as scissors or a screwdriver become weapons when used to injure, threaten or intimidate. Weapons include firearms and any devices that are designed or intended to resemble with near precision a firearm.

**Robbery**

The use of violence or threats of violence to steal money or other property from a victim.

**Trafficking in Drugs**

Selling, administering, transferring, transporting, sending or delivering an illicit drug or narcotic as set out in the *Controlled Drugs and Substances Act*.

**Physical Assault**

The intentional application of force to a person without that person's consent.

**Fighting**

Two or more people consent to use force against one another without excessive one-sidedness involved.

**Sexual Assault**

A sexual assault occurs where a person, without consent, intentionally applies force or intentionally threatens to apply force to another person in circumstances of a sexual nature such as to violate the sexual integrity of the victim.

**Harassment**

Forms of communication that involve negative attitudes, beliefs or actions towards a person and that are known or ought to be known to be unwelcome to that person.

**Hate-motivated Incident**

Any incident that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation or any other similar factor.

**STANDARDS OF BEHAVIOUR****Respect, civility and responsible citizenship**

All school members must:

- ◆ 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, and especially when 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;
- ◆ respect persons who are in a position of authority;
- ◆ respect the need of others to work in an environment of learning and teaching.

**Physical safety****Weapons**

All school members must **not**:

- ◆ be in possession of any weapon, including but not limited to firearms;
- ◆ use any object to threaten or intimidate another person;
- ◆ cause injury to any person with an object.

**Alcohol and Drugs**

All school members must **not**:

- ◆ be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs.

**Physical Aggression**

All school members must:

- ◆ **not** inflict or encourage others to inflict bodily harm on another person;
- ◆ seek staff assistance, if necessary, to

**SIMCOE COUNTY DISTRICT SCHOOL BOARD****CODE OF CONDUCT**

*The Simcoe County District School Board Code of Conduct* supports and enhances the Ontario Code of Conduct by setting clear standards of behaviour.

It is recognized that discipline works best when viewed as a positive learning process and when integrated with effective teaching practices. This Code of Conduct is just one of a number of initiatives designed to create and maintain inviting and supportive school environments.

All members of the school community, including students, staff, parent/guardians, volunteers and visitors have the right to be safe and feel safe in their school. With this right comes the responsibility to contribute to the provision of a safe, positive and violence-free learning environment.

This Code of Conduct sets clear standards and specifies consequences for student actions that do not comply with these standards. These standards apply on school property, on school buses and at all school related activities.

Further details regarding the Simcoe County District School Board and Ontario Codes of Conduct are available at

<http://www.scdsb.on.ca>  
<http://www.edu.gov.on.ca>

resolve conflict peacefully.

**Consequences for Unacceptable Student Behaviour**

UNACCEPTABLE STUDENT BEHAVIOUR	Notify Parents	Conference with Student	Shall Suspend up to 20 days	Shall Proceed Toward Expulsion Inquiry	May Suspend up to 20 days	May Proceed Toward Expulsion Inquiry	Shall Notify Police	May Notify Police	Ministry of Education Violent Incident Report	Other
Possession of a weapon including but not limited to firearms	4	4	4	4			4		4	
Trafficking in drugs or weapons	4	4	4	4			4			
Robbery	4	4	4	4			4		4	Restitution
Use of a weapon to cause bodily harm or threaten serious harm	4	4	4	4			4		4	
Physical assault causing bodily harm requiring professional medical treatment	4	4	4	4			4		4	
Sexual assault	4	4	4	4			4		4	
Providing alcohol to minors	4	4	4	4			4			
Uttering a threat to inflict serious bodily harm	4	4	4			4	4		4	
Possession of illegal drugs	4	4	4			4	4			
Vandalism causing extensive damage	4	4	4			4	4		4	Restitution
Swearing at a teacher or other person in authority	4	4	4							
Deliberately striking or pushing a teacher or other person in authority	4	4	4			4		4		
Possession of alcohol	4	4	4			4		4		
Being under the influence of alcohol, illegal drugs or other noxious substances	4	4	4			4		4		
Persistent opposition to authority	4	4			4	4				
Conduct injurious to the physical or mental well-being of others in the school – i.e. fighting, bullying, bomb threats, false fire alarms, dangerous vehicle use, hate-motivated incidents	4	4			4	4	4 Bomb Threat & Hate-Motivated Violence	4	4 Hate-Motivated Violence	Restitution if costs are incurred
Use of profane or improper language	4	4			4					
Harassment	4	4			4	4		4		
Conduct injurious to the moral tone of the school	4	4			4					
Use of tobacco products on school property	4	4			4					
Theft/Possession of stolen property	4	4			4			4		Restitution
Academic dishonesty	4	4			4					Academic consequences
Inappropriate computer use	4	4			4	4		4		
Habitual neglect of duty	4	4			4	4				

*Mitigating circumstances will be considered in cases of mandatory suspensions and expulsions. Details can be found on the Ontario Government website.*

**SAFE SCHOOL RELATED POLICIES AND PROCEDURES**

- *Education Act*, Part XIII
- Violence-Free Schools Policy (Ministry of Education)
- Safe Schools Policy (SCDSB)
- Provincial Code of Conduct
- Police/School Protocol
- Safe Arrival Program - Elementary APM A7600
- Children in Need of Protection:
  - Child Abuse and Neglect Reporting Procedures APM A7620
- Crisis Response Teams APM A1400
- Emergency Procedures School APM A7020
- Expulsion of Pupils - Procedures APM A7632
- Suspension of Pupils - Procedures APM A7631
- Code of Conduct APM A7630
- Physical Restraint: Guidelines for Responding APM A1440
- Violent Incidents – Response Procedures APM A7100
- Freedom of Information APM A1450
- Safety Patrols - Elementary APM A7601
- Security – School APM A5000
- Harassment - Student APM A7640
- Opening or Closing Exercises APM A7140

**VIOLENCE PREVENTION INITIATIVES**

- Schoolyard Conflict Managers Program (3-8)
- Anger Management (Behaviour Associates)
- Rainbows
- Violence-Free Schools Policy (Ministry of Education)
- Assertive Discipline (Yard & Classroom Plans)
- Classroom Management Plans
- Crime Stoppers
- Developing Personal and Social Responsibility - Dembrowsky (7-8)
- Mastering Anger, Resolving Conflict – Dembrowsky (9-10)
- Peer Mediation
- Peacemakers
- VIP (6)
- DARE
- Behaviour Resource Binder (SCDSB)
- Special Education Handbook (SCDSB)
- Making a Difference Together
  - (a) Lions Quest – Skills for Growing (K-5)
  - (b) Lions Quest – Skills for Adolescents (6-8)
  - (c) Lions Quest (9-12)