



SAFE, ACCEPTING AND INCLUSIVE SCHOOLS: Code of Conduct

Administrative Procedure #: APE020

The Northeastern Catholic District School Board (NCDSB) believes that all people are created in the image and likeness of God and that every person has the right to be treated with dignity, respect and fairness. The Board recognizes that 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 NCDSB is committed to building and sustaining safe Catholic school communities where all members and stakeholders share the responsibility of eliminating violence and discrimination in accordance with our Catholic faith and gospel values.

The NCDSB believes that a safe, accepting, and inclusive learning environment enables students to reach their full academic and spiritual potential.

REFERENCES

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| NCDSB Policy E-34: | Safe, Inclusive, and Accepting Schools |
| NCDSB Policy E-6: | Provisions of Health Support Services in Schools |
| NCDSB AP012 : | Provisions of Health Support Services in Schools |
| Ontario Schools, Code of Conduct | |

DEFINITIONS

Nil

PROCEDURES

These procedures are based on the following guiding principles:

- Everyone has a responsibility to promote a safe environment.
- Everyone should be aware of their rights, as active and engaged citizens. More importantly, everyone should also accept responsibility for protecting their rights and the rights of others. Responsible citizenship involves taking part in the Catholic and civic life of the school.
- All members of the school community are to be treated with respect and dignity, especially those in positions of authority.
- Everyone has a responsibility to resolve conflicts in a way that is civil and respectful. Insults, hurtful acts and a lack of respect for others disrupt learning and teaching in a school community.

- Everyone is expected to resolve conflicts without using violence. Physical aggression is not a responsible way to deal with other people. No one should use an object to injure another person, or even threaten to use an object to injure another person. This is unacceptable and puts everyone's safety at risk.
- Every member of the school community must discourage the use of alcohol and illegal drugs and encourage improved health and wellness.

STANDARDS OF BEHAVIOUR – RESPECT, CIVILITY, AND RESPONSIBLE CITIZENSHIP

All members of our Catholic school communities including parents, students, staff, visitors and volunteers must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, 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 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;
- respect the need of others to work in an environment that is conducive to learning and teaching in a Catholic School;
- not swear at a teacher or another person in a position of authority.

SAFETY

All members of our Catholic school communities must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic weapons or illegal drugs;
- give alcohol or illicit drugs to a minor;
- commit robbery;
- 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;
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- inappropriately use electronic communication or media devices on school property, at school-related events, on school buses or in any other circumstances that may have a negative impact on a member of the school community and on the school climate. These devices could include but are not limited to cell phones, Mp3 players, iPods, CD Players, Personal Video Game devices, computers, internet, email, website, and cameras.
- commit an act of vandalism that causes damage to school property or to property located on the premises of the school.
- create a disturbance in a school or on school property which interrupts or disquiets the proceedings of the school or class or otherwise disrupts the operation of a school or the learning environment

ROLES AND RESPONSIBILITIES

All members of our Catholic school communities and visitors to our Catholic school communities have the following responsibilities:

- to respect the person and the rights of all members of the school community;
- to comply with all particular school, board and Ministry expectations and regulations respecting behaviour;
- to contribute positively to the Catholic environment of the school;
- to use language that is appropriate to their dignity as Catholics;
- to respect the property of the school at all times: building, grounds, equipment, materials; and
- to participate fully in the religious life of the school, including the celebration of liturgy, Religious Education and related activities.

PART A - Development of the Code of Conduct

Northeastern Catholic District School Board will provide direction to its' Catholic schools to ensure opportunity, academic excellence, spiritual growth, and accountability in the education system. The Board will:

1. establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support;
2. review these policies regularly with those listed above;
3. seek input from various stakeholders on these procedures
4. establish a process that clearly communicates the Code of Conduct to all parents, students, staff members, and members of the school community in order to obtain their commitment and support;
5. develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship and safety;
6. provide opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment;
7. collaborate by providing coordinated prevention and intervention programs and services and will share effective practices.

Principals

Under the direction of the Northeastern Catholic District School Board, principals take a leadership role in the daily operation of a school. They provide this leadership by:

1. demonstrating care for the school community and a commitment to academic excellence in a safe, inclusive and accepting teaching and learning environment;
2. holding everyone under their authority accountable for his or her behaviour and actions;
3. empowering students to be positive leaders in the school and community;
4. communicating regularly and meaningfully with all members of the school community.

Teachers and Other School Staff

Under the leadership of the principals, teachers and other school staff maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and other school staff uphold these high standards when they:

1. help students work to their full potential and develop their sense of self-worth;
2. empower students to be positive leaders in the classroom, school, and community;
3. communicate regularly and meaningfully with parents;
4. maintain consistent standards of behaviour for all students;
5. demonstrate respect for all students, staff, parents, volunteers, and members of the school community;
6. prepare students for the full responsibilities of citizenship.

Students

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:

1. comes to school prepared, on time, and ready to learn;
2. shows respect for himself or herself, for others, and for those in authority;
3. refrains from bringing anything to school that may compromise the safety of others;
4. follows the established rules and takes responsibility for his or her own actions.
5. adheres faithfully to the school dress/uniform code;
6. is in attendance at all classes and scheduled activities on time and with the materials required for full participation;
7. welcomes the opportunity to participate, as appropriate to their age, in the sacramental life of the Church and, in particular, as it is celebrated in the school context; and
8. develops personal skills and talents to serve God, and thereby, his/her neighbour.

Parents/Guardians

Parents/guardians play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting and respectful learning environment for all students. Parents/guardians fulfill their role when they:

1. show an active interest in their child's school work and progress;
2. communicate regularly with the school;
3. help their child to be neat, appropriately dressed, and prepared for school;
4. ensure that their child attends school regularly and on time;
5. promptly report to the school their child's absence or late arrival;
6. show that they are familiar with the provincial Code of Conduct, the board's Code of Conduct and school rules;
7. encourage and assist their child in following the rules of behaviour;
8. assist school staff in dealing with disciplinary issues involving their child.

Community Partners and the Police

Through outreach, partnerships already in place may be enhanced and new partnerships with community-based service providers and members of the community (e.g. Aboriginal Elders) may also be created. Community-based service providers are resources that the Board can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community-based service providers and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

The police play an essential role in making our Catholic schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model that was revised in 2011 by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

PART B: RESPECT FOR SELF

Appropriate Dress Policy

Students and staff are expected to dress neatly and appropriately to promote a positive learning environment. If a school has adopted a uniform policy, the students are required to dress accordingly. However, where school uniforms do not exist, the students should adhere to the following guidelines:

- clothes should be reasonably neat, clean and without tears or holes;
- patches, symbols or sayings on clothing shall not be offensive to anyone who might read it;
- dress appropriately for age and grade level in a manner that demonstrates modesty, dignity and is deemed appropriate for a Catholic school; and

- respect expectations outlined in the school's appropriate dress regulations.

In consultation with their Catholic School Council, principals are required to develop appropriate dress regulations as part of their School Code of Conduct.

Students who fail to comply with the school's appropriate dress regulations will be subject to the consequences for unacceptable behaviour outlined in these procedures.

In order to adopt a school uniform, principals should ensure wide consultation with the school community, and ensure, through a voting procedure, that 66 % of parents/guardians of students enrolled in the school are in agreement. Principals are required to consider issues of affordability with respect to school uniforms.

Medication

For safety reasons, no student should bring any form of medication to school without prior approval from the office. If medication is determined necessary, the 'Request for Medication during School Hours' form must be completed by a doctor to indicate that medication must be taken during school hours. The package must be clearly labeled with the names of the student, parent and doctor, phone numbers and specific directions. Medications, however, are not to be kept by the students but must be taken to the office. Parents/Guardians are asked to communicate with the school to address individual student needs in this regard.

Drugs and Alcohol

The possession, sale or use of alcohol or illicit drugs on school property or at school events is illegal.

Smoking

Smoking is prohibited in all buildings and property owned, leased and operated by the Board.

Proper Language

Students are expected to use language that is appropriate to their dignity as Catholics. Profane or vulgar language or taking God's name in vain is unacceptable.

Classroom Procedures

Students are expected to be prepared for classes with the appropriate books, equipment and materials.

Opening/Closing Exercises

Opening or closing exercises in elementary and secondary schools must include the singing of *Oh Canada* and daily prayer.

PART C - RESPECT FOR OTHERS

Dangerous Articles

No individual is permitted to remain in school while in the possession of an article or replica designed as, used as, or intended for use as a weapon.

When a student uses or threatens to use a weapon on school property, the student will be suspended. It is the principal's decision whether to recommend to the Board that the pupil be expelled and/or whether the police will be involved.

Fighting and/or Physical Assault

Students are encouraged to resolve disagreements in an appropriate manner which insures the dignity and safety of others. Should a student cause physical harm to another, he/she will be held responsible. Should a student damage another student's property, he/she will be held responsible. Any student engaged in a fight may be suspended from school and the police may be involved.

Abuse of Others/Harassment/Discrimination

Abuse and/or harassment/discrimination in any form will not be tolerated. This includes race, ancestry, place or origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or disability.

Bus Policy

Students are expected to obey the rules listed in the *School Bus Policy and Safety* document. Schools must distribute this document to each parent/guardian at the beginning of the school year for review and signature. Bus privileges may be withdrawn for a fixed period of time or permanently as a result of misbehaviour on the bus.

Lunch Policy

The same general rules of school/classroom behaviour apply for those who remain at school for lunch. Students who stay for lunch, in elementary schools, are not allowed to leave school property, unless permission is granted in accordance with school policy.

Attendance and Punctuality

Attendance at school is compulsory as stated in the Education Act. It is the parents'/guardians' responsibility to see that their child/ren attend school and are punctual. The board requests that parents/guardians promptly report their child's absence or late arrival by following the school's procedures. Parents/guardians are also advised to communicate with the school should there be any change in the daily dismissal routine. Students in elementary schools are not allowed to leave school property during regular school hours without parental permission.

Access to Premises

Access to school premises is subject to the provisions of the Education Act.

A person is not permitted to remain on school premises if a student has been suspended or expelled or if a person's presence is detrimental to the safety or well-being of others, in the judgment of the Principal.

The board expects visitors to report their presence on school premises according to the procedure established by the school.

PART D – RESPECT FOR THE PROPERTY OF OTHER**Academic Honesty**

Students must not knowingly plagiarize, cheat or copy the language, thoughts or ideas of another as their own work.

Library Books, Texts, and Equipment

Students, who lose, fail to return or damage school equipment (including but not limited to library books, textbooks, musical instruments, technology) may be required to make restitution.

Littering

Students are expected to help keep the buildings, grounds and neighbourhoods clean. Students are expected to deposit all scrap paper, wrappers, etc. into waste baskets or recycling containers.

Theft

Theft will be treated as a serious offence since it violates the spirit of respect for the property of others and contravenes civil and divine law.

Vandalism/Willful Damage

Students, who destroy, deface, or otherwise damage property belonging to the board, another student or staff member may be required to make restitution.

PART E – STRATEGIES TO PROMOTE ACCEPTABLE BEHAVIOUR

It is our goal to develop a sense of awareness of an individual's personal responsibility in society. The following strategies may serve as guidelines to promote self-discipline and responsible behaviour:

Prevention Strategies

- establish a safe and orderly learning environment;
- maintain effective classroom management;
- encourage and reinforce positive behaviour;
- promote the development of social skills;
- provide anger management programs;
- utilize peer counseling and informal conflict resolution; and
- establish open communication between home and school.

Supportive Intervention Strategies

- use of verbal redirection, reminders and reinforcement;
- use of active listening;
- use of choices;
- use of problem-solving techniques;
- use of behavioural contracts;
- involving community agencies;
- use of interviews/discussion;
- use of school/board/community resources.

PART F – CONSEQUENCES OF UNACCEPTABLE BEHAVIOUR

Consequences for violations to the School Code of Conduct shall be appropriate to the individual, age, special needs and grade level, and related to the circumstances and/or action. Where appropriate, the strategy shall be progressive. Principals may determine additional consequences in consultation with their school community members which may include:

- verbal or non-verbal messages from teacher or adult in authority (e.g. warnings);
- re-location within the classroom or learning environment (e.g. time-outs, time-owed or detention)
- private consultation with student, to develop alternative behaviours and to reprimand if necessary;
- collaboration with parent or guardian
- detention or loss of privileges
- restitution, i.e. financial, community service;
- collaboration with other school personnel (e.g., Principal or Vice-Principal)
- referral to other school personnel
- referral to outside agencies, e.g. police, Child & Family Services;
- peer mediation
- restitution or restorative justice
- suspension
- expulsion

Consequences shall be applied in accordance with the mandatory consequences outlined in the Provincial Code of Conduct.

PART G – EXPECTATIONS OF STAFF

Contraventions to the School Code of Conduct by staff members shall lead to consequences determined by the board's personnel policies, collective agreements, and professional standards.

PART H – REVIEW

The Board Code of Conduct will be reviewed every three years following the date on which it is adopted by the Board. Recommendations for changes to the Code may be submitted in writing to the Superintendent of Education at any time. Schools are required to review their Code of Conduct on an annual basis.

Director of Education: *Glenn Sheculski*

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