



POLICY: Safe Schools – Code of Conduct]

Category (Schools & Students)

Effective Date: September 29, 2008.

Last Revision Date: (25-Feb-19)

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POLICY: Safe Schools – Code of Conduct

Rationale:

Catholic education's distinctiveness lies in its mandate to provide educational instruction in the light of the Catholic faith. As participants in the Church's evangelizing mission, we are bound to the "entire Law of the Gospel, [which] is contained in the 'new commandment' of Jesus, to love one another as he has loved us." (John 15:12). We seek to make our schools places where Christ's new commandment of love is witnessed in conduct marked by reverence for the dignity of every student and staff member.

Section 302 (1) of the Education Act requires each board to establish policies and guidelines with respect to the conduct of persons in schools within the board's jurisdiction and the policies and guidelines must address such matters and include such requirements as the Minister may specify.

The (17-Oct-18) Ministry of Education Policy/Program Memorandum No. 128 sets out revisions to the Provincial Code of Conduct and gives directions to boards on reviewing their own codes of conduct so that they comply with the provincial Code of Conduct.

Personnel Affected by Policy:

Pupils, parents, teachers, other school staff, other board employees, administrators, third parties under contract to the board, persons renting school facilities, the community, the Board.

Organizational Authority:

The Board

Regulations:

1. The Provincial Code of Conduct and Board Additions to the Provincial Code of Conduct:

a) Application:

The provincial Code of Conduct sets clear provincial standards of behaviour. These standards of behaviour apply to students whether they are on school property, on school buses, at school-related events or activities, in before- and after-school programs, or in other circumstances that could have an impact on the school climate. They also apply to all individuals involved in the publicly funded school system – principals, teachers, early childhood educators, other school staff, parents, school bus drivers, volunteers, and community groups. (PPM #128, p. 2)

b) Purposes of the Code:

Subsection 301(1) of the Education Act states that “the Minister may establish a code of conduct governing the behaviour of all persons in schools”. Subsection 301(2) sets out the purposes of this provincial code of conduct, as follows:

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety of people in the schools.
6. To discourage the use of alcohol and illegal drugs and except by a medical cannabis user, cannabis.
7. To prevent bullying in schools.

c) Standards of Behaviour (Respect, Civility, and Responsible Citizenship):

All members of the school community 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 race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, 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;
- not swear at a teacher or at another person in a position of authority.

d) Standards of Behaviour (Safety):

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic weapons or illegal drugs;
- give alcohol or cannabis to a minor;
- commit robbery;
- be in possession of any weapon, including 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 alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs;
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- 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;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

e) Additional School Board Standards of Behaviour (Link to Provincial Code of Conduct: Respect, Civility, and Responsible Citizenship):

All members of the school community must:

- ensure that all personal communications devices are powered off and stored out of view during an instructional class, unless authorized by the Principal or the classroom teacher (*respect the need of others to work in an environment that is conducive to learning and teaching*);
- follow the direction of the teacher and/or the Principal regarding personal communications devices during an instructional class and during student examination/assessment periods (*respect the need of others to work in an environment that is conducive to learning and teaching*);

f) Additional School Board Standards of Behaviour (Link to Provincial Code of Conduct: Safety)

All members of the school community must not:

- take pictures during an instructional class and in other areas of the school, unless authorized by the Principal or classroom teacher (*respect the rights of others*);

- harass another person or invade another person's privacy by the use of mechanical/electronic technology or communications (*respect the rights of others*);
- traffic in legal drugs (*respect and comply with all applicable federal, provincial, and municipal laws; respect the need of others to work in an environment that is conducive to learning and teaching*);
- be in possession of, or be under the influence of, or provide others with legal drugs without a prescription for the said drugs or in a manner or in an amount not contemplated by a prescription for the said drugs (*respect and comply with all applicable federal, provincial, and municipal law; respect the need of others to work in an environment that is conducive to learning and teaching*);
- disregard the direction of the teacher and/or the Principal regarding the possession and administration of legal drugs pursuant to a prescription or a medical practitioner's advice (*respect the need of others to work in an environment that is conducive to learning and teaching*);

2. Roles & Responsibilities:

a) School Boards:

School boards provide direction to their schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of school boards to:

- develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- 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;
- review these policies regularly with those listed above and revise them as necessary;
- seek input from school councils, as well as from the board's Parent Involvement Committee, Special Education Advisory Committee, and Indigenous Education Advisory Council;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

Wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services and should endeavour to share effective practices.

b) Principals:

Under the direction of their school boards, principals take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment;
- holding everyone under their authority accountable for their own behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.

c) Teachers and Other School Staff Members:

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

- help students work to their full potential and develop their sense of 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 one another, all students, staff, parents, volunteers, and other members of the school community;
- prepare students for the full responsibilities of citizenship.

d) 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 students:

- come to school prepared, on time, and ready to learn;
- show respect for themselves, for others, and for those in authority;
- refrain from bringing anything to school that may compromise the safety of others;
- follow the established rules and take responsibility for their own actions.

e) Parents:

Parents 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 fulfil their role when they:

- 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, if applicable, the school's code of conduct;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

f) Community Partners

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

g) Community Partners and the Police

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on the *Provincial Model for a Local Police/School Board Protocol, 2015*, developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

3. Additional Board Requirements:**a) Development and Revision of Codes of Conduct:**

Boards are required to ensure their board codes of conduct are:

- up to date and consistent with the provincial Code of Conduct as outlined in the (17-Oct-18) Policy/Program Memorandum No. 128;
- made available to the public, either on the school board's website or, if the board does not have a website, in another appropriate manner.

b) Development and Revision of Local School Codes of Conduct:

Local School Codes of Conduct shall comply with the School Board Code of Conduct set out in this Policy. With the approval of the relevant Superintendent of Education the Board's secondary schools may add additional Local School Standards of Behaviour as follows:

- i) Additional Secondary School Standards of Behaviour (*Link to Provincial Code of Conduct*) -Respect, Civility, and Responsible Citizenship:
- ii) Additional Secondary School Standards of Behaviour (*Link to Provincial Code of Conduct*) –Safety:
- iii) These additions shall be inserted immediately after the section, *Additional School Board Standards of Behaviour (Link to Provincial Code of Conduct), Safety*.

c) Communications Strategy:

Communication of this Policy to the school community shall be implemented in accordance with the process approved by the School Board.

d) Procedures and Timelines for Review of Policy:

- i) The first review of this Policy and any Local School Codes of Conduct shall take place during the school year 2010-11. Subsequent reviews shall take place every three years.
- ii) Reviews of this Policy shall involve a consultation with the School Board's school councils and with a wide variety of stakeholders in accordance with the consultation process approved by the School Board.
- iii) Reviews of any Secondary School Code of Conduct shall involve a consultation with the relevant school councils and with a wide variety of stakeholders in accordance with the consultation process approved by the School Board for review of Secondary School Codes of Conduct.

Related Information*Procedures / Information for this Policy*

Safe Schools – Code of Conduct Appendix – Board Code of Conduct

Procedures / Information for the Safe Schools Policies

Appendix A: Occurrences Requiring Police Response

Appendix B: Reporting Violent Incidents to the Ministry of Education (MOE)

Appendix C: Incident Reporting Form

Appendix D: Suicide Prevention Protocol

Related Board Policies

POLICY: Safe Schools – Access to School Premises

POLICY: Safe Schools – Bullying, Prevention, Intervention & Suicide Protocol

POLICY: Safe Schools – Code of Conduct

POLICY: Safe Schools – Delegation of Authority

POLICY: Safe Schools – Progressive Discipline
POLICY: Safe Schools – Pupil Suspension
POLICY: Safe Schools – Pupil Suspension Appeal
POLICY: Safe Schools – Pupil Expulsion
POLICY: Safe Schools – Pupil Expulsion Hearing

Other Relevant Board Policy and Procedure (Administration Category)

POLICY: Information (Personal) – Collection, Use and Disclosure
PROCEDURE A: Information (Personal) – Student Information

Legislation [see Ontario Government web site: e-laws]

Education Act, Part XIII, ss. 300 – 316, (Behaviour, Discipline and Safety)
Education Act, ss. 306 - 309 (Pupil Suspension)
Education Act, ss. 310 – 316 (Suspension leading to Expulsion)
Access to School Premises (Ontario Regulation 474/00)
Behaviour, Discipline and Safety of Pupils (Ontario Regulation 472/07)

Ministry of Education [see Ontario Ministry of Education web site]

Policy / Program Memorandum No. 120 (Reporting Violent Incidents to the MOE)
Policy / Program Memorandum No. 128 (Provincial Code of Conduct and School Board Codes of Conduct)
Policy / Program Memorandum No. 141 (School Board Programs for Students on Long Term Suspensions)
Policy / Program Memorandum No. 142 (School Board Programs for Expelled Students)
Policy / Program Memorandum No. 144 (Bullying Prevention and Intervention)
Policy / Program Memorandum No. 145 (Progressive Discipline & Promoting Positive Student Behaviour)
Suicide. In *Supporting Minds*, Draft Version 2013 (pp. 126-137)