

# **East Garafraxa School**

## **Code of Conduct**

(Revised September 2020)

# School Code of Conduct

With **Parental Support**, we strive to create a safe environment that promotes Individual Growth, Academic Success and the Raiders' Positive Character Traits.



## BE GREAT RAIDERS



### GOAL

It is the policy of the Upper Grand District School Board to maintain a safe and inclusive learning and teaching environment through the adoption of a Code of Conduct which promotes responsibility, respect, civility and academic excellence, and sets clear standards of behaviour for all members of the school community. The goal is to create a positive school climate where all members of the school community feel safe, comfortable and accepted.

### GENERAL

Our School Code of Positive Student Behaviour is based upon the Ontario Code of Conduct and the Upper Grand District School Board Code of Conduct (Policy # 213) which applies to all members of the school community; students, administrators, staff, parents and guardians, community users, visitors, volunteers, etc. while on all school and Board property, school buses, at school-authorized events and off site at school-sponsored activities, or in other circumstances that could have a negative impact on the school climate.

### RIGHTS

#### **Student Rights Include:**

- to be treated with dignity and respect
- to be provided with activities that are success oriented and build on individual strengths
- to receive a quality education

#### **Parent Rights Include:**

- to be treated with dignity and respect
- to be heard and to have concerns addressed
- to communicate with the school

**Staff Rights Include:**

- to be treated with dignity and respect
- to have a safe working environment
- to expect parents and students to be involved in creating a positive school environment

All are reminded that with RIGHTS come RESPONSIBILITIES. These specific responsibilities form our Code of Conduct.

**RAIDERS Character Traits**

- R**espect
- A**ttitude
- I**ntegrity
- D**etermination
- E**xcellence/Effort
- R**esponsibility
- S**elf-Discipline

**STANDARDS OF BEHAVIOUR****A) 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 opinions;
- treat one another with dignity and respect at all times, and especially where there is disagreement;
- respect and treat others fairly, regardless of their age, sex, gender identity, gender expression, sexual orientation, race, colour, place of origin, culture, citizenship, ancestry, origin, religion, creed, family status, marital status, socio-economic status, employment, housing, 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 all members of the school community, especially persons who are in a position of authority;
- respect the needs of others to work in an environment that is conducive to learning and teaching;
- not swear at a teacher or at another person in authority; and
- seek school staff assistance, if necessary, to resolve conflict peacefully.

## **B) Safety**

### **All members of the school community must not:**

- engage in bullying behaviours, including cyber bullying

#### ***Definition of bullying: (As defined in section 1 of the Education Act,***

#### ***bullying means aggressive and typically repeated behaviour by a pupil where,***

*a) The behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,*

*i) Causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or*

*ii) Creating a negative environment at a school for another individual, and*

*b) The behaviour occurs in a context where there is a real or perceived power imbalance between pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; (intimidation)*

*c) Cyber - bullying as defined in section 1 of the Education Act, is bullying by electronic means including:*

*a) creating a webpage or a blog in which the creator assumes the identity of another person;*

*b) impersonating another person as the author of content or messages posted on the internet; and*

*c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.”*

- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol or cannabis 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 under the influence of, alcohol, cannabis or illegal drugs; (unless the individual has been authorized to use cannabis for medical purposes)
- 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 bias, hate or prejudice;
- commit an act of vandalism that causes extensive damage to school property or property located on the premises of a school; or

### **STUDENT ROLES & RESPONSIBILITIES**

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 and adherence to the board and school codes of conduct.

**All students will:**

- come to school prepared, on time and ready to learn;
- show respect for themselves, and for others, and for those in positions of authority;
- refrain from bringing anything to school that may compromise the safety of others;
- follow the established rules and accept responsibility for their own actions
- fulfil expected academic obligations;
- use respectful language, free from profanity;
- work cooperatively with staff and other students;
- be honest in their academic work (refrain from plagiarism, cheating, etc.);
- use free time responsibly; and
- refrain from bringing anything to school that compromises the safety of others

<b>STAFF ROLES &amp; RESPONSIBILITIES</b>
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**The Principal will:**

- take a leadership role in the daily operation of the school by demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- 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 actions and behaviour;
- empower students to be positive leaders in their school and community;
- communicate meaningfully and on a regular basis with all members of the school's community.
- ensure that a School Code of Conduct, based on the Ontario Code of Conduct and the Board's Code of Conduct is developed and communicated annually to the school community; and
- review the school Code of Conduct at least once every three years, and seek input from School Council, staff, students, parents and guardians and the school community on the review.

**Teachers and school staff will:**

- maintain a positive learning environment, hold everyone to the highest standard of respectful and responsible behaviour;
- serve as role models;
- help students work to fulfill their potential, develop self-worth, and prepare them for the full responsibilities of citizenship;
- communicate regularly and meaningfully with parents/guardians;
- maintain consistent and fair standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, and members of the school community; and
- empower students to be positive leaders in their school and community;
- prepare students for the full responsibilities of citizenship.

**PARENTAL ROLES & RESPONSIBILITIES**

**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 fulfill their role by:**

- demonstrating respect for all members of the school community;
- supporting the efforts of school staff in maintaining a safe and respectful learning environment;
- are engaged in their child's schoolwork and progress;
- communicating regularly with their child's school;
- help their child be appropriately dressed;
- ensuring that their child attends school regularly and on time;
- promptly reporting their child's absence or late arrival;
- showing that they are familiar with the Ontario Code of Conduct, the Board's Code of Conduct, and the School's Code of Conduct and rules of behaviour; and
- helping and encouraging their child in following the Board's Code of Conduct and the School's Code of Conduct and the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

**SPECIFIC EXPECTATIONS/RULES FOR EAST  
GARAFRAXA PUBLIC SCHOOL**

**EXAMPLES:**

- No play wrestling or body contact games
- Play only in designated areas in clear view of yard supervisors (avoid parking lot, snow piles, behind portables)
- Electronic devices at school. All devices to remain off and stored by student unless being used under guidance of a teacher.
- Obey winter rules (no throwing snowballs, staff off the ice and snow hills)

Note: The use of roller blades, heeie shoes, skateboards, and scooters by students on school property is not allowed.

**APPROPRIATE DRESS**

Appropriate dress is defined as student attire that is free of symbols of hate, gang membership, or images that portray violence, death, abuse, alcohol, cigarettes, drugs, racial discrimination, obscene words, political or sexual statements.

Appropriate dress shall be free of images, logos or language that portray ethnic, prejudice, racism, sexism, vulgarity, gang-related markings, obscenities, profanity, hate speech or pornography or reference alcohol, drugs or related paraphernalia, or other illegal conduct or activities.

Dress code implies a range of approved apparel and/or general dress protocols that are deemed appropriate for students regardless of their race, age, ability, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, socio-economic circumstances or body type/size.

Please refer to the UGDSB Student Dress Code guidelines. <https://www.ugdsb.ca/?s=dress+code>



## **POLICE SERVICES ROLES & RESPONSIBILITIES**

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the guidelines established in the Police/School Board Protocol.

## **COMMUNITY PARTNERS ROLES & RESPONSIBILITIES**

Community based service providers are resources that boards can use to deliver prevention or intervention programs. Protocols and collaborative agreements 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.

## **IMPLEMENTATION OF THE SCHOOL'S CODE OF CONDUCT**

Safe Schools Policy 503 (Student Discipline, Bullying Prevention and Intervention, Suspension and Expulsion) provides direction to the school Code of Conduct in order to support and maintain a positive school climate for all students, staff, and community. The school code of Conduct supports the use of positive practices, including prevention and early intervention, as well as consequences for inappropriate behaviour. This includes Progressive Discipline, and suspension and expulsion where necessary. Before applying disciplinary measures, the discriminatory and disproportionate impacts of disciplinary decisions on students protected by the Human Rights Code shall be considered.

## **PROGRESSIVE DISCIPLINE**

Progressive Discipline is a whole school approach that makes use of a continuum of prevention programs, interventions, supports, and consequences to promote positive behaviours. In developing a Progressive Discipline approach, preventative practices, corrective and supportive strategies are used to reinforce positive behaviours. Expectations include:

- documenting incidents requiring disciplinary measures, and applying the mitigating factors;
- being sensitive to unique circumstances which may affect student behaviour;
- ensuring that contact with the parent(s)/guardian(s) of students, under the age of eighteen, is made early in the disciplinary process;
- maintaining contact with the parent(s)/guardian(s) and involving them in a plan to improve the behaviour until the behaviour is acceptable.

As incidents arise, it is recognized that each situation is unique. Incidents are managed in a consistent manner to ensure that fairness is integral to the process, and that this fairness is perceived by all participants. Within this process, consideration for consequences will be given for:

- student age
- frequency of incidents
- nature and severity of incidents
- student exceptionalities
- extenuating circumstances
- impact on the school climate

## **CONSEQUENCES**

The school will use a range of interventions, supports and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

In addressing inappropriate behaviour by students, schools will:

- utilize a progressive discipline approach;
- utilize Student Success or Character Development strategies and programs;
- provide students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
- utilize models such as those based on the concepts of peer mediation and/or peer counselling;
- document incidents requiring disciplinary measures, and apply the mitigating factors to be sensitive to unique circumstances which may affect student behaviour;

- ensure that contact with the parents and guardians of students under the age of eighteen, or students over the age of 18 or those 16 or 17 years old who have withdrawn from parental control (adult students), is made early in the disciplinary process and involves them in a plan to improve the student's behaviour until the behaviour is acceptable; and/or
- utilize consequences such as short-term suspension as a useful tool, and respond as required with long-term suspension or expulsion.

The following are examples of consequences and supports / interventions, in no particular order. The application of consequences, supports and interventions are determined by the incident and the individual students involved.

### **Examples of Consequences:**

- verbal reminder
- warning
- review of expectations / rules
- written or verbal apology
- incident sheet
- yard: 5 minutes on the wall
- yard: walk with the teacher
- letter written to parent
- phone call home
- student contract sheet
- restitution
- in-school community service
- recess detentions
- class time detentions
- loss of in-school privileges
- loss of field trip privileges
- suspension from the bus
- suspension
- expulsion

### **Examples of Supports / Interventions:**

- discussion with P / VP
- reflective paragraph / essay
- problem solving
- conflict mediation
- social stories
- discussion with parents (next steps, solutions)
- conference with others involved
- restorative justice
- Child and Youth Counsellor support
- positive reward system
- Attendance Counsellor support
- student / teacher / parent meeting
- case conference with school staff and/or Board consultants
- referral to outside agencies
- Suspension / Expulsion Program

## SUSPENSION AND EXPULSION

It is understood that discipline serves not only to correct inappropriate behaviour, but also as a deterrent. To maintain a safe and effective learning environment, suspensions and expulsions may be imposed not only to deter inappropriate behaviour, but also to remove individuals who pose a threat to the safety and well being of others. The Provincial Code of Conduct specifies that for student actions that do not comply with the Provincial Standards of Behaviour, suspension and expulsion may be considered. The Board's Student Discipline Policy (Policy #503) sets out the process for Suspension and Expulsion. This policy specifies the student actions that **may** result in the Principal imposing a suspension, as well as the student actions that **will** result in the Principal imposing a suspension and considering an expulsion pending an investigation of the incident.

## MITIGATING FACTORS

The Principal will consider the following mitigating factors when considering a suspension:

- the pupil does not have the ability to control his or her behaviour;
- the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour;
- the pupil's continuing presence in the school does not create an unacceptable risk to the safety of any other person.

The Principal will also consider the following factors if they mitigate (moderate) the seriousness of the incident or the behaviour of the student involved:

- the pupil's history and age, whether progressive discipline has been used, if a behaviour has been motivated by harassment or discrimination, the impact on the ongoing education of the student, the student's Individual Education Plan.

**Note:** In some cases, even though the offence calls for a mandatory suspension pending an investigation, the consideration of the mitigating circumstances may cause a principal not to suspend.

## **INFRACTIONS THAT MAY LEAD TO A SUSPENSION**

Police may be involved, as required, and a suspension **may** be imposed for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:

- a uttering a threat to inflict serious bodily harm on another person;
- b possessing alcohol or illegal drugs or unless the pupil is a medical cannabis user, cannabis;
- c being under the influence of alcohol;
- d swearing at a teacher or at another person in a position of authority;
- e committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- f bullying, including cyber bullying;
- g medical immunization;
- h persistent opposition to authority;
- i habitual neglect of duty;
- j a serious breach of the Board or School's Code of Conduct.

**INFRACTIONS FOR WHICH A PRINCIPAL SHALL IMPOSE A SUSPENSION, AND MAY CONSIDER RECOMMENDING TO THE BOARD THAT A STUDENT BE EXPELLED**

Police may be involved, as required, and a student **will** be immediately suspended, an investigation will occur and **may** lead to a recommendation of expulsion to the Board's Discipline Committee for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:

- a possessing a weapon, including possessing a firearm;
- b using a weapon to cause or to threaten bodily harm to another person;
- c committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- d committing sexual assault;
- e trafficking in weapons or illegal drugs;
- f committing robbery;
- g giving alcohol to a minor;
- h persistent bullying – previous suspension / risk to others;
- i any suspendable activity that is motivated by bias, prejudice or hate.

Please review Policy 503 for additional information.