

## **SIB Public School    CODE OF CONDUCT**

The goal of our Code of Conduct is to promote responsibility, respect, civility and academic excellence, and set clear standards of behaviour for all members of the school community so that we create a positive school climate where everyone feels safe, comfortable and accepted. This Code of Conduct applies to all members of the school community; students, staff, parents/guardians, 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. It has been reviewed and adopted by staff, School Council and members of our Student Leadership Group.

<b>Student Responsibilities</b>	<b>Parent Responsibilities</b>	<b>Staff Responsibilities</b>
demonstrate respect for self, and others, and for those in authority	demonstrate respect for all students, staff, volunteers and the members of the school community	demonstrate care and commitment to academic excellence and a safe teaching and learning environment
fulfill expected academic obligations	support the efforts of school staff in maintaining a safe and respectful learning environment	hold those under their authority accountable for their actions and behaviour
come to school punctually each day, prepared and willing to learn	show an active interest in their child-s school work and progress	empower students to be positive leaders in their school and community
obey the rules of the school, on school buses, and at other sites during school activities	communicate regularly with their child-s school	communicate meaningfully and on a regular basis with all members of the school-s community
abide by Dress Code	assist staff in dealing with disciplinary issues involving their child	maintain order in the school
use respectful body and verbal language, free from profanity	help their child be neat, dress appropriately, be well rested and prepared and ready to learn	maintain consistent standards of behaviour for all students
work cooperatively with staff and other students and use free time responsibly	promptly report their child-s absence or late arrivals	help students work to fulfill their potential, develop self-worth, and prepare them for the full responsibilities of citizenship
be honest in their academic work (refrain from plagiarism, cheating, etc.)	be familiar with and help and encourage their child in following the school's Code of Conduct	demonstrate respect for all students, staff, parents, volunteers, and the members of the school community
assume a responsible attitude towards their use of computers and the Internet, and be responsible for the care, maintenance and security of their personal devices.		
when dismissed, be organized and leave punctually without loitering		

Student Rights	Parent/Guardian Rights	Staff Rights
to be treated with dignity and respect	to be treated with dignity and respect	to be treated with dignity and respect
to be provided with activities that are success oriented and build on individual strengths	to be heard and to have concerns addressed	to be recognized and respected as professionals
to receive a quality education	to communicate with the school	to expect parents/guardians and students to be involved in creating a positive school environment
to be safe in all school environments	to be involved in creating a positive environment in the school	to have a safe and secure working environment

### **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 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 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
- ▶ speak with respect to a teacher or another person in authority, and
- ▶ seek school staff assistance, if necessary, to resolve conflict peacefully.

### **Safety**

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

- ▶ engage in bullying behaviours  
***Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance. Bullying takes on different forms and contexts with age. It can be physical, verbal, social/emotional or through the use of technology. Bystanders contribute to bullying by doing nothing to prevent it or by becoming actively involved in supporting it.***
- ▶ commit sexual assault;
- ▶ traffic in weapons or illegal drugs;
- ▶ 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, or provide others with alcohol, cannabis 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 violence;
- ▶ commit an act of vandalism that causes extensive damage to school property or property located on the premises of a school, or
- ▶ engage in any form of electronic communication directed to an individual or group of people that is intended to cause (or should be known to cause) fear, distress, and/or harm to other persons; feelings, self esteem, or reputation, or that has a negative impact on the school climate.

## **School Rules**

### **General Safety Rules**

- ▶ always play and work while keeping the safety of self and others in mind
- ▶ students must stay on school property at all times unless the school has received written notification from parents
- ▶ students are not permitted to be in classrooms or other areas in the school without staff permission and supervision

### **Respect Our Learning Environment**

- ▶ by being on time and prepared for classes
- ▶ listen attentively and participate politely
- ▶ by not distracting others
- ▶ by walking quietly in the halls

### **On the Bus**

- ▶ behave responsibly and use appropriate language
- ▶ sit quietly in bus lines and follow the supervisor's instructions
- ▶ get off and on buses walking in an orderly fashion
- ▶ co-operate with patrols
- ▶ respect and obey bus drivers and trip supervisors

- ▶ follow the school's Code of Behaviour while on the bus
- ▶ bus patrols will set a positive example and model expected behaviour at all times

### **On the Playground**

- ▶ play safely, fairly and show cooperation and respect
- ▶ keep hands and feet to yourself
- ▶ use objects for how they were intended and not as weapons
- ▶ play only in designated areas in clear view of yard supervisors (avoid dumpsters, parking lot, bicycle racks, in between and behind Portables)
- ▶ use playground equipment safely
- ▶ respect neighbouring properties (e.g. no trespassing, no littering, no throwing objects, do not cause any damage)
- ▶ obey winter rules required by weather conditions
- ▶ report emergencies or concerns to a supervisor immediately
- ▶ respect nature and the environment (e.g. trees, animal homes)

**Note:** The use of roller blades, skateboards, wheelie shoes and scooters is prohibited on all School Board property.

### **Recess Problem Solving/Conflict Resolution**

Most of our students play well at recess. However, sometimes a child may be annoyed at the actions of another child. Students can use a 3 step method to solve their own problem:

- Step 1 -** say: Stop  
Then: I don't like it when... (*Name the behaviour*)  
Then: What you did made me feel... (*Name the feeling*)
- Step 2 -** If the action continues walk away
- Step 3 -** If the action continues report it to a teacher or yard supervisor

### **Use of Technology**

**Students at Sir Isaac Brock use a variety of information sources including the library and computers with approved software and the Internet. The main purpose of these resources is to support and extend students' learning. In keeping with this purpose, the following guidelines have been developed to maintain a safe learning environment for students.**

**(Additional information can also be found in the board pages following the school section in this agenda.)**

- ▶ Students will refrain from using personal electronic devices on school property, on school buses or while on field trips unless authorized by school staff.
- ▶ Cell phones, pagers and other messaging devices may not be used by students at school. If they are brought to school, they must remain in backpacks unless they are using them for school and have staff permission.
- ▶ Cameras may be used for instructional purposes if authorized by school staff.
- ▶ Personal music playing devices may be used during instructional times if authorized by school staff.
- ▶ Our school staff is not responsible for lost items or for the supervision of the content in electronic devices brought to school.

### **Dress Code**

- ▶ All students, staff and visitors will dress to promote responsibility, respect, civility and academic excellence; positive images and messages only,
- ▶ clothing that condones any of the following is strictly prohibited: hate, violence, alcohol, cigarettes, drugs, inappropriate language, sexual connotation, gang affiliation or discrimination of any kind
- ▶ undergarments, midriffs and backs, may not show
- ▶ shorts must be a reasonable length
- ▶ clean, indoor only, running shoes are required for all grades

## **Implementation of the Code of Conduct**

Our school's focus on prevention and early intervention is the key to maintaining a positive school environment in which pupils can learn. We support the use of positive practices and progressive discipline as a whole school approach to foster the building of healthy relationships and encourage appropriate behaviour, as well as the application of consequences for inappropriate behaviour. Progressive Discipline is a range of early and later interventions, supports, and consequences that are developmentally appropriate, and include opportunities for students to learn from mistakes and that focus on improving behaviour.

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:

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

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. The following are examples, 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
- detentions with teacher
- review of expectations/rules
- related written assignments
- written or verbal apology
- incident sheet
- yard: time on the wall
- yard: walk with the teacher
- letter written to parent
- phone call home
- parent/teacher/student conference
- student contract sheet
- Behaviour Resource Team assistance
- repair/restitution for damaged or missing property
- in-school community service
- recess detentions
- class time detentions/removal from class setting
- loss of in-school privileges
- loss of field trip privileges
- suspension from the bus
- in-school suspension
- police contact
- violent Incident Report
- suspension
- expulsion

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

- discussion with P/VP
- reflective paragraph/essay
- problem solving
- conflict mediation
- social stories
- discussion with parent (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.

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, cannabis or illegal drugs;
- 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 any act considered by the Principal to be a breach of the code of conduct ;  
or injurious to the moral tone of the school;
- h any act considered by the Principal to be injurious to the physical or mental well-being of members of the school community;
- i persistent opposition to authority;
- j habitual neglect of duty, or
- k a serious breach of the Board or school's Code of Conduct.

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:

- possessing a weapon, including possessing a firearm;
- using a weapon to cause or to threaten bodily harm to another person;
- committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- committing sexual assault;
- trafficking in weapons or illegal drugs;
- committing robbery;
- giving alcohol or cannabis to a minor;
- an act or activities considered by the Principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property, or
- the pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper.