

CODE OF CONDUCT

The discipline policy at *Eagle Ridge P.S.* reflects the policy of the Durham District Board of Education to maintain within the schools under its jurisdiction a code of behaviour for both the students and staff that respects the integrity of the individual, the rights of persons in the school and the responsibility of such persons to the school community.

Discipline at *Eagle Ridge P.S.* centres around three beliefs. Discipline confirms with students: **when and what they have done wrong, how they have ownership of the problem, and how to solve the problems they created.** Discipline at *Eagle Ridge P.S.* uses logical and realistic consequences. It is our belief that students who experience logical and realistic consequences learn that they have positive control over their lives. They make decisions and solve problems. Discipline also leaves student dignity intact.

Expectations help to create a structure that serves as a backbone to teaching and learning and promotes a safe school environment. *Eagle Ridge Public School* will promote and support positive student behaviour through the provision of programs such as bullying prevention and character development. The Durham District School Board and *Eagle Ridge Public School* does not tolerate the use or abuse of alcohol, illegal drugs and/or intoxicants within its jurisdiction and will respond accordingly as per Board Policy and Regulation.

EXPECTATIONS FOR STUDENTS

RESPECT

- be courteous, considerate, and show respect for everyone (peers, teachers, invited guests, supply teachers, support staff and parent volunteers)
- show respect for school building, property, contents and grounds
- respect the feelings of others
- respect the ethnic, cultural and linguistic heritage of others
- respect for self

BEING PREPARED FOR SCHOOL

- be prepared for class, demonstrate good work habits, avoid use of profane or improper language
- arrive at school and classes on time
- attend school regularly

BEHAVIOUR

- NO FORM of bullying will be tolerated
- maintain the same standard of behaviour expected in classrooms for all school functions and trips
- walk appropriately at all times and ensure that their hands remain by their sides away from other children, walls, and bulletin boards
- develop positive attitudes and behaviour
- refrain from practices which endanger him/her, and/or others as well as school property
- participate to the best of his/her ability in the school's program

- outdoor clothing and backpacks are to be kept on hooks or in lockers

DISALLOWED

- students are not to skateboard, roller blade, ride scooters or bike on school property
- hats and headgear are not to be worn in the school by students. The exception would be cultural or religious headgear or on special spirit days (i.e. Hat Day)
- gum chewing is not permitted in the school

MANDATORY BEHAVIOUR CODE

RATIONALE (*Ontario Schools Code of Conduct*)

In June 2000, the province enacted the Safe Schools Act. That Act prescribes certain rights, standards, expectations and consequences. These provisions were more recently amended by Bill 212, An Act to amend The Education Act, in respect of behaviour, discipline and safety. The revised Education Act, together with the related Regulation 472/07, came into effect as of February 1, 2008. The Codes of Conduct for the Durham District School Board and Eagle Ridge P.S. reflect the following provincial policy.

INTRODUCTION

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment.

All students, parents, teachers and staff 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 *Ontario Code of Conduct* sets clear provincial standards of behaviour. It specifies the consequences for student actions that do not comply with these standards.

The Provincial standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system - parents or guardians, volunteers, teachers and other staff members - whether they are on school property, on school buses or at school-authorized events or activities.

The Code of Conduct for the Durham District School Board reflects the provincial policy.

ROLES AND RESPONSIBILITIES

(Ontario Schools Code of Conduct)

The Durham District School Board and Eagle Ridge P.S. accept the provincial direction regarding individual roles and responsibilities. In addition to school staff, students and parents, other members of the public, who interact with members of the school community while present in or on school property or premises, have a responsibility to respect others in the school and to conduct themselves accordingly.

Principals, under the direction of their school board, 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 academic excellence in a safe, inclusive, and accepting teaching and learning environment;
- Holding everyone under their authority accountable for his or her 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

Teachers and School Staff, under the leadership of their 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:

- Help students work to their full potential and develop their 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 all students, staff, parents, volunteers, and other members of the school community;
- Prepare students for the full responsibilities of citizenship

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:

- Comes to school prepared, on time and ready to learn;
- Shows respect for himself or herself, for others, and for those in authority;
- Refrains from bringing anything to school that may compromise the safety of others;
- Follows the established rules and takes responsibility for his or her own action

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 when they:

- Show an active interest in their child's school work and progress;
- Communicate regularly with the school;
- Help their child be neat, 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 school rules;
- Encourage and assist their child in following the rules of behaviour;
- Assist school staff in dealing with discipline issues involving their child

"The use of recording devices (audio/video) is not permitted unless approved by the school."

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 boards 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 and adhere to the Code of Conduct.

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 a provincial model that was revised in 2011 by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

STANDARDS OF BEHAVIOUR (O.S.C.)

All school Codes of Conduct shall include the Ontario and Durham District School Board Standards of Behaviour and must comply with all federal, provincial and municipal laws and Regulations.

Ontario 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;
- Respect and treat others fairly at all times, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability , and especially when there is disagreement;
- 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 who 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;

Safety

All members of the school community must not:

- Engage in bullying behaviours;
- Commit sexual assault;
- Traffic in weapons or illegal drugs;
- Give alcohol 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, 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;
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school;

Consequences

Guiding Principles

The Durham District School Board supports a proactive approach to discipline in schools. Progressive discipline will be the underlying philosophical approach to determining the consequences for students whose behaviour is deemed to be inappropriate and requires disciplinary action.

(Refer to the Progressive Discipline Resource and Chart for Secondary and Elementary Durham Schools)

Positive reinforcement of students, parental involvement, community links, liaising with the community police officers, and modelling behaviours related to non-violence are strategies used in schools to promote acceptable behaviour and maintain a safe school climate creating positive school environments.

Consequences for unacceptable behaviour may range from initial intervention strategies such as counselling and parental communication to detention, behaviour contracts, Restorative Practices, Support and Responsibility Agreements, suspension and expulsion. Peer mediation and conflict resolution programs are important initiatives that support the implementation of the Code of Conduct.

The Durham District School Board supports a restorative approach in our schools to establish positive learning environments and to support discipline issues as they arise. Within the culture of Restorative Practice, there is a continuum of interactions, including Restorative Circles, that support positive relationships. When things go wrong, there is a framework for dealing with the issues. (Refer to Appendix A)

Each school's Code of Conduct shall be the guide for discipline in the school and the determination of consequences for inappropriate behaviour. Mitigating and other factors must be considered before determining appropriate consequences.

Where behaviour is persistent or the incident is of a serious nature, suspension may result. The purpose of a suspension is to exclude the student from the learning environment.

In situations where consideration for expulsion is appropriate the principal, after completing an investigation, may recommend expulsion of the student to the Board.

Consequences should be appropriate to the nature of the unacceptable behaviour.

Progressive Discipline

The Durham District School Board expects the use of Progressive Discipline as the means to support the Code of Conduct. Progressive Discipline is a whole-school approach that utilizes a continuum of

prevention programs, interventions, support and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports, and consequences that are developmentally and socio-emotionally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make better choices.

Schools should focus on prevention and early intervention as the key to maintaining a positive school environment in which students can learn. Early intervention strategies will help prevent unsafe or inappropriate behaviours in a school and in school-related activities. Intervention strategies should provide students with appropriate supports that address inappropriate behaviour and that would result in an improved school climate.

Progressively more serious consequences should be considered for inappropriate behaviour that is repeated or for progressively more serious inappropriate behaviour, taking into account mitigating and other factors.

Ongoing interventions may be necessary to address underlying causes of inappropriate behaviour. Some examples of ongoing interventions are meeting with the parent(s), requiring the student to perform volunteer service in the school community, conflict mediation, peer mentoring, and/or a referral to counselling.

In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:

- the particular student and circumstances;
- the nature and severity of the behaviour;
- the impact on the school climate, including the impact on students or other individuals in the school community;

Schools are expected to actively engage parents in the Progressive Discipline approach. Schools should also recognize and respect the diversity of their parent communities and reach out to parents to partner with them in addressing complex and challenging issues.

Inappropriate Discipline Methods

- Generally, inappropriate discipline methods may include, but are not limited to, the following;
- Sarcasm, ridicule, humiliation, yelling and screaming, and activities designed to provoke and escalate confrontation;
- Constant fault-finding, nagging and methods based in intimidation or sexual harassment;
- Making an example of an individual student within a group of students who have all been involved in behaviour that is unacceptable or punishing an entire group of Students for an offence by an individual are other examples of inappropriate discipline methods;
- The assignment of academic material as punishment unless it is directly and logically related to the misbehaviour;

- Public apologies beyond those persons affected by the misbehaviour; and
- Reduction of academic marks as punishment for unrelated behaviour;

The use of physical punishment is unacceptable. The Board recognizes that physical force on the part of staff may be required in self-defence, to protect a student from another individual, to restrain or escort a student, or to protect a student from a dangerous or life threatening situation.

What is prohibited is the deliberate use of force as a punishment.

SUSPENSION, EXPULSION, MITIGATING AND OTHER FACTORS

Definitions:

Suspension

Suspension is a consequence imposed upon a student whereby he or she is prohibited from attending at his or her school and from engaging in all school-related activities for a defined period of time.

Circumstances Leading to Possible Suspension, or Suspension Leading to Possible Expulsion

Section 9.2.1 sets out a list of circumstances where a suspension shall be considered by the Principal. Section 9.6.1 sets out a list of circumstances where a suspension must be imposed, pending an investigation by the Principal to determine whether an expulsion is warranted.

Expulsion

Expulsion is a consequence imposed upon a student, by the Board, for an activity that is determined to warrant that the student be excluded from his or her school, or from all schools in the Board, and from engaging in all school-related activities, for an undefined period of time.

Investigation

In the case of a suspension, in the circumstances set out in 9.6.1, the Principal must also conduct an investigation to determine whether to recommend to the Board, in consultation with his or her Area Superintendent, that the pupil be expelled.

9.1.5 Mitigating and Other Factors

For the purposes of the deliberations set out in Sections 9.2.2 and 9.2.4, sections 9.6.3 and 9.8.3, and Sections 9.12.10 and 9.12.14, the following mitigating and other factors (as specified and as may be amended from time to time by the Education Act and Regulations thereunder) will be considered:

Mitigating Factors

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

Other Factors

The following criteria shall also be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:

1. the pupil's history;
2. whether a progressive discipline approach has been used with the pupil;
3. whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
4. how the suspension or expulsion would affect the pupil's ongoing education;
5. the age of the pupil; or
6. in the case of a pupil for whom an individual education plan has been developed,
 - i. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
 - ii whether appropriate individualized accommodation has been provided, and
 - iii whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct

Nexus

Principals may consider a suspension if there is nexus to the school. Nexus is a direct and causal link between the student's conduct and a definitive impact on the school climate.

Nexus may be established when any of the following circumstances exist:

- A student is afraid to come to school;
- A student is worried about reprisals or retaliation;
- Parents are complaining about disruption to the school environment;
- School staff are worried about their physical or emotional well-being and safety

ACTIVITIES LEADING TO POSSIBLE SUSPENSION

A Principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

1. uttering a threat to inflict serious bodily harm on another person*;
2. possessing alcohol or illegal drugs*;
3. being under the influence of alcohol;
4. swearing at a teacher or at another person in a position of authority;
5. 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**;
6. bullying; or,
7. any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board

Other suspendable infractions including but not limited to:

- a) possessing or dispensing controlled or intoxicating substances that are not prescribed for medical purposes;
 - b) being under the influence of illegal, controlled or intoxicating substances that are not prescribed for medical purposes;
 - c) smoking on school property;
 - d) committing vandalism, destruction, damage to school property or to the property of others located on or in school premises;
 - e) stealing property;
 - f) engaging in intimidation, extortion*, harassment*, or verbal aggression;
 - g) misusing or misappropriating school property or services, including computers and other technology systems;
 - h) engaging in hate motivated incidents*;
 - i) engaging in gang related activity*;
 - j) possessing dangerous objects or substances, including for example laser pointers; gloves with studs on knuckles; or any other item deemed by the principal to be unsafe or a hazard to persons or property in the school;
 - k) committing physical assault on another person**;
 - l) engaging in or encouraging a fight;
 - m) engaging in conduct that constitutes opposition to authority;
 - n) demonstrating poor attendance that warrants disciplinary action;
 - o) engaging in behaviour that is disruptive to the learning environment of the class or school;
 - p) engaging in conduct that is detrimental to the moral tone of the school;
 - q) wearing clothing/apparel that is inappropriate, offensive or violates the school Dress Code;
 - r) engaging in unauthorized gambling or games of chance
- (* require police involvement as outlined in the Police/School Board Protocol
 **discretionary police involvement as outlined in the Police/School Board Protocol)

Please refer to the Police/School Board Protocol for further direction.

All suspensions are subject to appeal by the pupil's parent or guardian. A suspended student will have the support of the school and community to ensure that the student is prepared to return to school to engage in a safe learning environment.

BILL 157: KEEPING OUR KIDS SAFE AT SCHOOL ACT - ADVICE TO MEMBERS

The purpose of this legislation is to make schools safer by:

- requiring all school staff to report to principals when they become aware that students may have engaged in incidents for which they could be suspended or expelled;
- requiring the principal to inform the parents of students harmed as a result of an incident for which a student could be suspended or expelled; and
- requiring that school staff respond if they observe student behaviour likely to have a negative impact on the school climate. This response is to be carried out in accordance with Ministry and school board policy.

This new legislation also aligns with the ***Ontario Equity and Inclusive Education Strategy*** which is designed to support an education system where all students in our publicly funded schools have the opportunity to achieve their highest potential.

RESTORATIVE PRACTICES

The Durham District School Board and Eagle Ridge P.S. are committed to supporting teachers, students, and parents in creating a positive school climate conducive to teaching and learning.

Within our learning environment, students, at times, make mistakes. Our challenge is to help students, who have made poor choices, to accept responsibility for their behaviours; determine how to repair the harm; accept the consequences; and learn, grow, and move forward. It also gives students, who have been victimized by poor choices, an opportunity to voice their feelings in a safe setting. Eagle Ridge continues work collaboratively with staff, students, and parents in utilizing a progressive discipline approach to dealing with negative behaviours, but has also begun to introduce Restorative Practices. We have several staff members who have participated in this training process and look forward to having all staff members trained in the Restorative Circles process for next school year.

The following are the series of Restorative Questions:

When things go wrong.....

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done ? In what way?
5. What do you need to do to make things right?

When someone has been harmed.....

1. What did you think when you realized what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

from: Restorative Practices @ Safe Schools (DDSB) & Institute for Restorative Practices

PERMISSION TO ENROL "OUT OF AREA" POLICY

The Durham District School board has a policy in place which allows parents to request permission to have their child(ren) attend a school other than the school designated as their "home" school. Permission may be granted subject to the following conditions:

- there is space to accommodate the student in the requested grade/class;
- all requests are provisional until enrolment is confirmed on the first Friday of the new school year. Enrolment shifts may necessitate the need for the student to return to the home school;
- the parent will provide the transportation for the student;
- the "Permission to Enrol" form must be completed each year. The acceptance of the student is made on a yearly basis and renewal is subject to accommodation changes created by shifting enrolments.

This means that it is possible that a student who has attended a school in the past may be asked to return to their home school.

ATHLETICS

When students become part of a school team, it is important for them to realize that they are representatives of the school, especially when they visit other sites to play. It is expected that students follow these rules:

- fair play is an important priority
- respect the efforts and accomplishments of your team-mates and your opponents
- respect officials, coaches, spectators and event organizers
- respect the facility you visit or in which you play
- display modesty in victory and graciousness in defeat

- an athlete's first priority is to complete schoolwork and follow class and school routines - failure to do so may result in a suspension from participating on the team

Parents, guardians and spectators are expected to:

- treat the premises, students, staff and players of the participating schools and officials with respect and courtesy
- abide by the decision of the officials whether or not they are in favour of your team
- respond politely to the request of officials
- refrain from any behaviour that might distract the athletes or interfere with the progress of the game
- applaud good plays and never make derogatory remarks about the officials, players or coaches of the opposing teams.
- supervise your own children who are spectators
- respect the decisions made by the coach(es) of your child's team

CONCLUSION

When staff, students and families work together, a positive and productive learning environment is established at Eagle Ridge Public School where goals are set and achieved. The Ontario Schools Code of Conduct establishes the level of behaviour expected for all, so that we have the best possible school where success and achievement are reached through cooperation, courtesy and respect.