

Date of Issue	September 2019
Original Date of Issue	November 4, 1996
Subject	CODE OF CONDUCT
References	Policy 4140 – Safe, Inclusive and Accepting Schools Policy 4471 – Smoke-Free Learning and Working Environments <i>Education Act</i> <i>Ministry of Education Provincial Code of Conduct</i> <i>Ministry of Education Policy/Program Memorandum 128 – November 4, 2019 – The Provincial Code of Conduct and School Boards Codes of Conduct</i> <i>Ministry of Education Policy/Program Memorandum 144 – October 17, 2018 – Bullying Prevention and Intervention</i> <i>Ministry of Education Policy/Program Memorandum 145 – October 17, 2018 – Progressive Discipline and Promoting Positive Student Behaviour</i>
Contact	School Services

1. Rationale

The Ministry of Education requires that all boards develop a code of conduct which communicates to all members of the school community, including students, parents/guardians, volunteers, staff and visitors, the expected standards of behaviour.

The board recognizes that all members of the school community have the right to be safe and to feel safe in their school community. With this right comes the responsibility to contribute to a positive school climate.

The Simcoe County District School Board (SCDSB) Code of Conduct has been developed in accordance with the guiding principles of the *Education Act*, Part XIII in order to create a common philosophy and understanding upon which safe learning and working environments can be maintained for all school community members.

2. Roles and Responsibilities

2.1 The SCDSB will:

- 2.1.1 develop policies that set out the manner in which schools will implement and enforce the Provincial Code of Conduct and all other guidelines that it develops that are related to the provincial standards that promote and support respect, civility, responsible citizenship and physical safety;
- 2.1.2 seek input from school councils and their Parent Involvement Committee, their Special Education Advisory Committee, parents/guardians, students, staff members and the school community, and review these policies regularly with students, staff, parents/guardians, volunteers and the community;
- 2.1.3 establish a process that clearly communicates the Provincial Code of Conduct and school board codes of conduct to all parents/guardians,

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- students, staff members and members of the school community in order to establish their commitment and support;
- 2.1.4 ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship and safety;
 - 2.1.5 provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain an inclusive, equitable and safe learning and working environment;
 - 2.1.6 uphold the expectation that the principle of progressive discipline, consistent with the *Ontario Human Rights Code*, Ministry of Education direction and Policy/Program Memorandum No. 145, will be applied in the least restrictive manner to be effective, and so as not to add to the historical disadvantage of racialized students and/or students with disabilities; and,
 - 2.1.7 collaborate whenever possible with other boards to provide coordinated prevention and intervention programs and services, and endeavour to share effective practices.
- 2.2 Principals, under the direction of the board, take a leadership role in the daily operation of a school. They provide leadership by:
- 2.2.1 demonstrating care for the school community and a commitment to an inclusive, equitable and safe learning and working environment;
 - 2.2.2 communicating regularly and meaningfully with all members of their school community;
 - 2.2.3 holding everyone, under their authority, accountable for their own behaviour and actions;
 - 2.2.4 considering all mitigating and other factors before deciding whether to use a progressive discipline approach to address inappropriate behaviour;
 - 2.2.5 empowering students to be positive leaders in their school and community; and,
 - 2.2.6 developing solid relationships with our local police services.
- 2.3 School staff, under the leadership of principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:
- 2.3.1 help inspire and empower students to achieve their full potential and develop their self-worth;
 - 2.3.2 communicate regularly and meaningfully with parents/guardians;
 - 2.3.3 maintain consistent equitable standards of behaviour for all students;
 - 2.3.4 demonstrate respect for all students, staff, parents/guardians, volunteers and the members of the school community;
 - 2.3.5 prepare students for the full responsibilities of citizenship; and,
 - 2.3.6 empower students to be positive leaders in their school and community.
- 2.4 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:
- 2.4.1 comes to school prepared, on time and ready to learn;
 - 2.4.2 shows respect for themselves, for others and for those in authority;
 - 2.4.3 refrains from bringing anything to school that may compromise the safety of others; and,
 - 2.4.4 follows the established rules and takes responsibility for their own actions.

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- 2.5 Parents/guardians play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning and working environment for all students and staff. Parents/guardians fulfil their role when they:
- 2.5.1 show an active interest in their child's school work and progress;
 - 2.5.2 communicate regularly with the school;
 - 2.5.3 help their child dress in a manner that is consistent with the SCDSB Dress Code, and be prepared for school;
 - 2.5.4 ensure that their child attends school regularly and on time;
 - 2.5.5 promptly report to the school their child's absence or late arrival;
 - 2.5.6 show that they are familiar with the Provincial Code of Conduct, the SCDSB's Code of Conduct and school rules;
 - 2.5.7 assist schools in dealing with disciplinary issues, by bringing them to the attention of staff; and,
 - 2.5.8 encourage and assist their child in understanding and following the rules of behaviour.
- 2.6 The police play an essential role in making our schools and communities safer. Police investigate incidents in accordance with the protocol developed with the local school board. This protocol is based on a provincial model developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

3. Standards of Behaviour

3.1 Respect, Civility and Responsible Citizenship

All members of the school community must:

- 3.1.1 respect and comply with all applicable federal, provincial and municipal laws;
- 3.1.2 demonstrate honesty and integrity;
- 3.1.3 respect differences in people, their ideas and opinions;
- 3.1.4 treat one another with dignity and respect at all times, and especially when there is disagreement;
- 3.1.5 respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, gender identity, sexual orientation, age or disability;
- 3.1.6 respect the rights of others;
- 3.1.7 show proper care and regard for school property and the property of others;
- 3.1.8 take appropriate measures to help those in need;
- 3.1.9 seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- 3.1.10 dress in a manner that is consistent with the SCDSB Dress Code;
- 3.1.11 respect all members of the school community, especially persons in positions of authority;
- 3.1.12 respect the need of others to work in an environment that is conducive to learning and teaching, including ensuring that cell phones and other personal mobile devices are only used during instructional time for educational purposes (as directed by an educator), for health and medical purposes and/or to support special education needs;
- 3.1.13 not swear at a teacher or at another person in a position of authority;
- 3.1.14 conduct themselves as respectful, positive digital citizens; and,

- 3.1.15 discourage students' use of alcohol, illegal and/or restricted drugs, including cannabis (unless the individual has been authorized to use for medical purposes).

3.2 Safety

All members of the school community must not:

- 3.2.1 be in possession of any weapon, including firearms;
- 3.2.2 utter a threat or use any object to threaten or intimidate another person;
- 3.2.3 cause injury to any person with an object;
- 3.2.4 be in possession of or under the influence of alcohol, illegal and/or restricted drugs, including cannabis (unless the individual has been authorized to use for medical purposes);
- 3.2.5 provide others with alcohol, illegal and/or restricted drugs, including cannabis;
- 3.2.6 be under the influence of a noxious substance, such as glue or gasoline;
- 3.2.7 be in contravention of the *Smoke-free Ontario Act* and SCDSB Policy 4471 - Smoke Free Learning and Working Environments;
- 3.2.8 inflict or encourage others to inflict bodily harm on another person;
- 3.2.9 engage in bullying (including physical, verbal, electronic, written or other means) or cyberbullying behaviours;
- 3.2.10 commit sexual assault;
- 3.2.11 traffic weapons, illegal and/or restricted drugs, including cannabis;
- 3.2.12 give alcohol, illegal and/or restricted drugs, including cannabis to a minor;
- 3.2.13 commit robbery or extortion;
- 3.2.14 engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- 3.2.15 commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school;
- 3.2.16 participate in the non-consensual sharing of intimate images; or,
- 3.2.17 breach the SCDSB Information and Computing Technology Appropriate Use Guidelines.

4. Development of School Codes of Conduct

The board may require a principal to develop a school code of conduct in consultation with the school council as well as a variety of stakeholders.

5. Review

The SCDSB Code of Conduct will be reviewed every three years. The board will consult with school councils as well as a variety of stakeholders. In developing or reviewing school codes of conduct, the principal will consult with the school council as well as a variety of stakeholders.

First Issued November 4, 1996
Revised March 1, 1997; July 13, 1999; August 29, 2001; September 29, 2001;
October 2004; February 1, 2008; January, 2014; December 2015; May 2017,
March 2018, December 2018, September 2019