



Code of Conduct

Board Received: October 26, 2015

Review Date: November 2019

Accountability

1. Frequency of reports — as needed
2. Criteria for Success — Safe climates in all schools of the Board
— all members of the school community are aware of, and adhere to, the Board and Provincial Codes of Conduct

Policy Statement

The Grand Erie District School Board believes that, in addition to academic excellence, a school promotes responsibility, respect, and civility in an environment that is safe, inclusive, caring, and accepting. This maximizes student potential and encourages a positive school climate for all members of the school community.

This policy defines the standards of behaviour for all members of the Grand Erie community in all Board settings. The standards are consistent with the Provincial Code of Conduct as outlined in Policy/ ~~and~~ Program Memorandum 128.

Responsible citizenship involves active participation in the civic life of the school community. Engaged citizens are aware of their rights, but, more importantly, they accept responsibility for protecting their rights and the rights of others.

Procedures

Standards of Behaviour

Respect, Civility, and Responsible Citizenship

All members of the school community, or any other person attending on Board property, while on school buses, at school-related events or activities, or in any other circumstances that could have an impact on the climate of a school, must, in consideration of the Grand Erie Character Traits:

- Respect and comply with all applicable federal, provincial, and municipal laws;
- Demonstrate honesty and integrity;
- Treat one another with dignity and respect at all times, and especially when there is disagreement;
- Respect and treat others fairly regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- Show proper care and regard for school property and the property of others;
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- Respect persons in positions of authority;
- Respect the needs of others to work in an environment that is conducive to learning and teaching;

Safety

Any person attending on Board property for any reason, while on school buses, at school-related events or activities, or in any other circumstances that could have an impact on the climate of a school must not:

- Engage in bullying behaviours, including cyber-bullying;
- Commit sexual assault;
- Traffic weapons or illegal/restricted drugs;
- Commit robbery;
- Be in possession of any weapon
- Use any object to threaten or intimidate another person;
- Cause injury to any person with an object intentionally or recklessly;
- Be in possession of, under the influence of, or provide others with, alcohol;
- Inflict or encourage others to inflict bodily harm on another person;
- Engage in hate propaganda or other forms of behaviour motivated by hate or bias;
- Commit an act of vandalism that causes damage to school property or to property located on the premises of the school; or
- Create a disturbance in a school, on school property, or at a school-sanctioned event which disrupts the operation of a school or the learning environment;

Roles and Responsibilities***Grand Erie***

The Grand Erie District School Board provides direction to schools to ensure opportunity, academic excellence, and accountability in the education system. Specifically, the Board will:

- develop policies that set out the manner in which schools will promote and support respect, civility, responsible citizenship, and safety;
- review these policies by seeking input from all staff, student, parent and community stakeholders;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe and inclusive learning and teaching environment; and
- whenever possible, collaborate to provide coordinated prevention and intervention programs and services.
- arrange for appropriate training of staff.

Principals

Under the direction of the Board, principals will provide leadership by:

- taking every reasonable precaution for the health and safety of all staff and students;
- advising staff of the existence of any potential or actual danger to the health or safety of staff;
- facilitating appropriate training of staff;
- investigating, documenting, and reporting to parents about all violent incidents involving their children;
- arranging for academic and non-academic supports for suspended or expelled students,
- fulfilling any other responsibilities that the Board may delegate to them;
- demonstrating care for the school community and a commitment to academic excellence in a safe 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; and
- communicating regularly and meaningfully with all members of their school community.

Teachers and Other School Staff Members

Under the leadership of their principals, teachers and school staff members 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 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/guardians
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all members of the school community;
- prepare students for the full responsibilities of citizenship.
- understand the nature of bullying and harassment, and refrain from engaging in any conduct of this nature.

Students

Students must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- refrains from bringing anything to school that might compromise the safety of others;
- follows the established rules and takes responsibility for his or her own actions;
- attends classes punctually and regularly;
- is diligent in attempting to master such studies as are part of the program in which the student is enrolled;
- accepts such discipline as would be exercised by a kind and judicious parent, and;
- understands the nature of bullying and harassment, and refrains from engaging in any conduct of this nature.

Parents/Guardians

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 environment for all students. Parents/guardians fulfil their role when they understand the nature of bullying and harassment, and encourage and assist their child(ren) in behaving responsibly and refraining from any acts of violence, including bullying and harassment of any sort. They should:

- 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;
- be familiar with 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.

Community Partners and the Police

Through outreach, partnerships already in place may be enhanced and new partnerships with community agencies and members of the community (e.g., Aboriginal Elders) may also be created. Community agencies are resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community agencies and of formalizing the relationship between them. (For example, the School and Community Threat/Risk Assessment Protocol and the CAS Protocol)

The police play an essential role in making our schools and communities safer. The police investigate school-related incidents in accordance with the protocol developed between them and the Grand Erie District School Board.

School Codes of Conduct

All Principals of Grand Erie will establish Codes of Conduct for their schools governing the behaviour of all persons in the school. The code must be consistent with the *Provincial Code of Conduct* and the Board's Code of Conduct, as well as with the requirements of Policy/Program Memorandum 128. School Codes of Conduct may take into account local circumstances which apply to a particular school.

Communication of Code of Conduct

The Board's Code of Conduct will be communicated to members of the school community in the following manner:

- A copy of the Board's Code of Conduct will be posted on the Board's web site (Programs – Safe Schools)
- Newly hired Board employees, school volunteers, and contractors providing services to the Board will be directed to view the Board's Code of Conduct on the Board website;
- Schools will send home with each student, at the outset of each school year, a copy of the School's Code of Conduct;
- All schools will develop programs within their schools, in consultation with administration, which promote and support respect, civility, responsible citizenship and safety and which brings the School's Code of Conduct to the attention of students.

Programs Promoting “Respect, Civility, Responsible Citizenship and Safety”

Schools, in consultation with and under the direction of Administration, will develop and implement programs which promote respect, civility, responsible citizenship and safety. Each school shall establish a Safe Schools team to monitor and evaluate individual school climate and safety issues.

Reference: Policy/Program Memorandum 128