

Procedure Title	Code of Conduct		
Date of Issue	June 12, 2013	Related Policy	BP 6820-D
Revision Dates	October 17, 2018; October 29, 2018; May 5, 2021	Related Forms	
Review Date		Originator	Administrative Council
References			
Provincial Code of Conduct; PPM 128 “The Provincial Code of Conduct and School Board Codes of Conduct”; AP 1604-D “Communications – Addressing Parent/Community Concerns”; AP 6801-D “Police/School Protocol”; Bill 13 “Accepting Schools”; Education Act; Cannabis Act; Smoke-Free Ontario Act; Controlled Drugs and Substances Act; AP 6820-D “Suspensions and Expulsions”			

1.0 RATIONALE

- 1.1 A school should be a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment.
- 1.2 All students, parents/guardians, teachers, and other staff members 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. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

2.0 CODE OF CONDUCT - PURPOSE

- 2.1 Bluewater District School Board’s code of conduct is based on the provincial code of conduct which sets clear standards of behaviour that apply to all members of the school community, whether they are on school property, on school buses, at school-related events, or in any other circumstance that could have an impact on school climate.
- 2.2 The code of conduct has been developed to:
 - a) ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
 - b) promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
 - c) maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
 - d) encourage the use of non-violent means to resolve conflict;
 - e) promote the safety of people in the schools;
 - f) discourage the use of alcohol and illegal drugs and, except by a medical cannabis user, cannabis; and
 - g) prevent bullying in schools.

3.0 STANDARDS OF BEHAVIOUR

3.1 Respect, Civility, and Responsible Citizenship

All members of the school community must:

- a) respect and comply with all applicable federal, provincial and municipal laws;

- b) demonstrate honesty and integrity;
- c) respect differences in people, their ideas, and their opinions;
- d) treat one another with dignity and respect at all times, and especially when there is disagreement;
- e) respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion (creed), gender identity, gender expression, sex, sexual orientation, age, marital status, family status, or disability;
- f) respect the rights of others;
- g) show proper care and regard for school property and the property of others;
- h) take appropriate measures to help those in need;
- i) seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- j) respect all members of the school community, especially persons in positions of authority;
- k) respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices are only used during instructional time for educational or other permitted purposes;
- l) not swear at a teacher or at another person in a position of authority.

3.2 Safety

All members of the school community must not:

- a) engage in bullying behaviours, including cyberbullying;
- b) commit sexual assault;
- c) traffic in weapons or illegal drugs;
- d) give alcohol or cannabis to a minor;
- e) commit robbery;
- f) be in possession of any weapon, including firearms;
- g) use any object to threaten or intimidate another person;
- h) cause injury to any person with an object;
- i) be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs;
- j) provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- k) inflict or encourage others to inflict bodily harm on another person;
- l) engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- m) commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.
- n) Participate in any other activity, which is an activity for which a principal may suspend a pupil under a policy of the board (BP 6820-D “Safe and Accepting Schools”/AP 6820-D “Suspensions and Expulsions”).

3.3 Roles and Responsibilities

The board and its schools will involve their community in the development, implementation, and maintenance of a safe environment. The education of children is a shared responsibility between school and home to ensure respect for self, others, and the environment.

3.3.1 Bluewater District School Board

- a) The board provides direction to its schools to promote student achievement and well-being and ensure accountability in the education system. It is the responsibility of the school board to:
 - i. develop policies/procedures that set out how its schools will implement and enforce the provincial code of conduct and all other policies related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
 - ii. review these policies/procedures regularly with students, staff, parents, volunteers, and the community;
 - iii. seek input from school councils, the Parent Involvement Committee, their Special Education Advisory Committee, parents, students, staff members, and the school community;

- iv. establish a process that clearly communicates the provincial code of conduct and school board codes of conduct to all parents, students, staff members, and members of the school community in order to obtain their commitment and support;
 - v. develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
 - vi. provide opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.
- b) Wherever possible, the board should collaborate to provide coordinated prevention and intervention programs and services and should endeavour to share effective practices.

3.3.2 Principals

Principals, under the direction of their school board, take a leadership role in the daily operation of a school. They provide this leadership by:

- a) demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting environment;
- b) holding everyone under their authority accountable for their own behaviour and actions;
- c) empowering students to be positive leaders in their school and community;
- d) communicating regularly and meaningfully with all members of their school community.

3.3.3 Teachers and Other School Staff Members

- a) Under the leadership of their principals, teachers and other school staff members maintain a positive learning environment 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:
- i. help students work to their full potential and develop their sense of self-worth;
 - ii. empower students to be positive leaders in their classroom, school, and community;
 - iii. communicate regularly and meaningfully with parents;
 - iv. maintain consistent and fair standards of behaviour for all students;
 - v. demonstrate respect for all students, staff, parents, volunteers, and other members of the school community;
 - vi. prepare students for the full responsibilities of citizenship.
- b) Teachers and other school staff members will:
- i. be represented in the development and review of the school's code of conduct;
 - ii. be represented on the safe schools committee within each school;
 - iii. be involved in dealing with all aspects of inappropriate behaviour;
 - iv. demonstrate appropriate role modeling;
 - v. be represented in the consultation and review of board policy BP 6820-D "Safe and Accepting Schools";
 - vi. be encouraged to assume leadership roles in the development of procedures and practices to support the school code of conduct and board policy;
 - vii. have input in reviews of the school environment.
- c) All Bluewater District School Board employees who work directly with students are required to respond to incidents that may have a negative impact on school climate.
- d) Any incidents, for which a student may be considered for suspension or expulsion, must be reported to the principal.

3.3.4 Students

- a) 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:
- i. comes to school prepared, on time, and ready to learn;
 - ii. shows respect for himself or herself, for others, and for those in authority;
 - iii. refrains from bringing anything to school that may compromise the safety of others;
 - iv. follows the established rules and takes responsibility for their own actions.
- b) Students will:
- i. be represented on the Safe Schools Committee within each school;
 - ii. assume an active role in the development and review of the school's code of conduct;
 - iii. have input in reviews of the school environment;
 - iv. be encouraged to assume leadership roles in the development of procedures and practices to support the school code of conduct (e.g., facilitate information sessions, peer mentoring, peer counselling, peer mediation).

3.3.5 Parents/Guardians

- a) 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 fulfil this responsibility when they:
- i. show an active interest in their child's schoolwork and progress;
 - ii. communicate regularly with the school;
 - iii. help their child be appropriately dressed and prepared for school;
 - iv. ensure that their child attends school regularly and on time;
 - v. promptly report to the school their child's absence or late arrival;
 - vi. show that they are familiar with the provincial code of conduct, the board's code of conduct, and the school code of conduct;
 - vii. encourage and assist their child in following the rules of behaviour;
 - viii. assist school staff in dealing with disciplinary issues involving their child;
- b) Parents/Guardians will:
- i. be represented in the development and review of the school's code of conduct;
 - ii. be represented on the Safe Schools Committee within each school;
 - iii. be consulted if their child is alleged to have perpetrated a violent incident or been the victim of an alleged violent incident;
 - iv. be informed, annually and when appropriate, of the board's safe and accepting schools policy and the school's code of conduct. For example, the school code of conduct should be sent home, discussed with the student and signed by the parent and student. The safe and accepting schools policy is available on the board website;
 - v. be invited to information sessions about the school code of conduct;
 - vi. be encouraged to assume leadership roles in the development of procedures and practices to support the code of conduct;
 - vii. have input in reviews of the school environment;
 - viii. communicate regularly with their child's teacher;
 - ix. communicate any concerns directly to the child's teacher and according to the board's communication procedure AP 1604-D "Communications – Addressing Parent/Community Concerns" for expressing concerns;
 - x. be encouraged to demonstrate appropriate role modeling for their children; and
 - xi. act in a calm and civil manner to all school members.

3.3.6 School Councils

School Councils will:

- a) be represented in the development and review of the school's code of conduct;
- b) be represented on the school's Safe Schools Committee;
- c) be involved in the consultation and review of the school code of conduct;
- d) have input in reviews of the school environment;
- e) be involved in the consultation and review of the board Safe and accepting schools policy
- f) communicate with the Home and School Association, where it exists in the school, regarding this policy.

3.3.7 Community Partners and the Police

- a) Through outreach, partnerships already in place may be enhanced, and new partnerships with community-based service providers and members of the community 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.
- b) 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 (see AP 6801-D "Police/School Protocol").

4.0 DEVELOPMENT OF SCHOOL CODES OF CONDUCT

- 4.1 Every elementary and secondary school within the board shall develop a code of conduct that clearly indicates the behaviour expectations of its school community.
- 4.2 The code of conduct should reflect a philosophy that for every inappropriate act the perpetrator will be given an appropriate consequence chosen from a continuum of consequences (i.e., progressive discipline).
- 4.3 The code of conduct will be:
 - a) applicable to each and every member of its community - students, staff, parents, community partners, bus drivers, and visitors;
 - b) developed in collaboration with students, staff, parents/guardians, and the community;
 - c) reviewed annually in consultation with students, staff, parents/guardians, and the community;
 - d) displayed prominently in the school;
 - e) communicated to students, staff, parents/guardians, and the school community at the beginning of the school year, and at other times when appropriate; and
 - f) founded on the principles of fairness and non-violence and focus on teaching appropriate behaviour while maintaining individual self-respect.
- 4.4 The contents of the code of conduct will include:
 - a) the standard of behaviour that is expected of each member of the school community, indicating that any behaviour that has a negative effect on the school climate will be dealt with through a progressive discipline approach;
 - b) a statement that violence in any form, that has an effect on the school climate, is unacceptable;
 - c) a statement that physical, verbal (oral or written), sexual, or psychological abuse, harassment, bullying, or discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, record of offences, marital status, family status or disability, or any other attribute is unacceptable;
 - d) a statement that damage to property in the school environment (including school grounds, school buses) is unacceptable;
 - e) a statement that desks and lockers are considered school property and that a search of such property is permissible by school administration based on reasonable grounds;

- f) a statement that administrators may ask students to open up personal backpacks or handbags or to remove shoes and socks where there are reasonable grounds to believe that a student is carrying stolen property, a dangerous weapon, or an illegal substance;
- g) a description of the school dress code; and
- h) clear and fair consequences for unacceptable behaviour that are consistent with BP 6820-D “Safe and Accepting Schools” and the board’s personnel policies and procedures, and collective agreements.