



Legal References: *Education Act, Ontario Regulation 472/07 - Suspension and Expulsion of Pupils*

Related References: *Board Policy 6000 – Safe Schools;*
Board Policy 6008 – Student Discipline;
Board Policy 6009 – Student Bullying Prevention and Intervention;
Board Policy G201 - Trustee Code of Conduct;
Administrative Procedure 4070 - Responsible Use Procedure for Information;
Communication and Collaboration Technologies;
Administrative Procedure 1260 – Student Discipline;
Administrative Procedure 1620 – Alternative Suspension Program; and
Administrative Procedure 3760 – Staff Discipline.

Effective Date: *June 25, 2001*

Revisions: *April 8, 2019, October 21, 2019*

Reviewed: *May 14, 2018*

1. Preamble

- 1.1 The Ministry of Education requires that all school boards develop a Code of Conduct which communicates to all members of the school community, including students, families and caregivers, volunteers, staff, community members, trustees and visitors, the expected standards of behaviour.
- 1.2 The Waterloo Region District School 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 of the entire school community to contribute to a positive school climate.
- 1.3 The Board's Code of Conduct has been developed in accordance with the guiding principles of the Education Act, Part XIII (Behaviour, Discipline and Safety), in order to create a common philosophy and understanding upon which safe, caring and inclusive learning and working environments can be maintained for all school community members. The collective efforts of the whole school supports the well-being of students, staff and the school community.

2. Roles and Responsibilities

- 2.1 The Waterloo Region District School Board 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, physical safety and well-being;
 - 2.1.2 seek input from school councils, the Board's Parent Involvement Committee, the Board's Special Education Advisory Committee, families and caregivers, students, staff members, and the school community;
 - 2.1.3 review these policies (2.1.1) regularly with students, staff, families and caregivers, volunteers and the community;

- 2.1.4 establish a process that clearly communicates the provincial Code of Conduct and the Board's Code of Conduct to all families and caregivers, students, staff members, and members of the school community in order to establish their commitment and support;
 - 2.1.5 ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship, safety and well-being;
 - 2.1.6 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;
 - 2.1.7 provide opportunities for students, families and caregivers, and staff to acquire the knowledge, skills and attitudes necessary to support cognitive, physical, mental and social well-being to support academic excellence in a safe learning and teaching environment; and
 - 2.1.8 whenever possible, collaborate to provide coordinated prevention and intervention programs and services and endeavour to share effective practices with other school boards.
- 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 academic excellence in a safe teaching and learning 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; and
 - 2.2.4 empowering students to be positive leaders in their school and community.
- 2.3 Teachers and school staff, under the leadership of their 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 students work to their full potential and develop their self-worth;
 - 2.3.2 communicate regularly and meaningfully with families and caregivers;
 - 2.3.3 maintain consistent high standards of behaviour for all students;
 - 2.3.4 demonstrate respect for all students, staff, families and caregivers, volunteers and 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 himself/herself, 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 his or her own actions.

- 2.5 Families and caregivers 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. Families and caregivers fulfill 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 be appropriately dressed and 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 Board'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 This policy plays 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 the Solicitor General 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, for example, their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, gender identity, sexual orientation, age, disability or socio-economic status;
- 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 appropriate to school activities with regard to exposure, cleanliness and/or message;
- 3.1.11 respect all members of the school community, especially persons in positions of authority;
- 3.1.12 respect the need of oneself and others to work in an environment that is conducive to learning and teaching, including by ensuring that cellphones and other personal mobile devices are used only 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.

3.2 Safety:

All members of the school community must not:

3.2.1 be in possession of any weapon, including firearms;

3.2.2 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, cannabis and/or illegal/restricted drugs (unless medical approval has been granted)

3.2.5 provide others with alcohol, cannabis or illegal drugs;

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;

3.2.8 inflict or encourage others to inflict bodily harm on another person;

3.2.9 engage in bullying or cyberbullying behaviours;

3.2.10 commit sexual assault;

3.2.11 traffic weapons or illegal/restricted drugs;

3.2.12 give alcohol or cannabis to a minor;

3.2.13 commit robbery;

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.

4. Development of School Codes of Conduct

4.1 The Board will require a principal to review annually the existing School Code of Conduct in consultation with the school council, as well as considering input received from a variety of stakeholders that are represented on their respective Safe, Caring and Inclusive School Team (i.e. students, staff, families and caregivers, and other members of the school community).

4.2 The principal will share with members of School Council and the Safe, Caring and Inclusive Schools Team the procedures and timelines for this review.

4.3 The principal will establish and communicate the plan that outlines how these standards will be shared to everyone within their respective school community.