



**Hastings and Prince Edward
District School Board**

PROGRESSIVE DISCIPLINE AND SCHOOL SAFETY

CODE OF CONDUCT

RESOURCE GUIDE

REVISED FEBRUARY 1, 2009

The "SAFE SCHOOLS" logo is set against a dark green rectangular background. The words "SAFE SCHOOLS" are written in a white, bold, sans-serif font. A white horizontal line is positioned below the text. To the right of the text, there is a white silhouette of two figures, an adult and a child, walking together.

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CODE OF CONDUCT

INTRODUCTION

Hastings and Prince Edward District School Board is committed to ensuring safe, effective and respectful learning environments. School safety is a fundamental prerequisite for student success and academic achievement.

A positive school climate is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A positive school climate exists when all members of the school community feel safe, comfortable and accepted.

Hastings and Prince Edward District School Board is committed to providing learning opportunities that promote social and emotional learning, as well as academic and physical growth. The district embraces *Growing with Character* attributes (caring, cooperation, honesty, humour, integrity, respect, responsibility and trustworthiness) as the foundation of safe, effective and respectful learning environments for all students and staff.

PURPOSE

This Code of Conduct sets clear standards of behaviour. Each school will maintain a Code of Conduct, which is the same as the Board Code of Conduct and is in accordance with the Provincial Code of Conduct. These standards of behaviour apply to all individuals involved in the Hastings and Prince Edward District School Board—students, parents, volunteers, teachers, and other staff members—whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate.

The purposes of this Code of Conduct are as follows:

1. To ensure that all members of the school community, are treated with respect and dignity, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, sex, disability, creed, family status, or socio-economic status.

2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety of people in the schools.
6. To prohibit the use of alcohol, illegal drugs, weapons and firearms.

STANDARDS OF BEHAVIOUR

RESPECT, CIVILITY, AND RESPONSIBLE CITIZENSHIP

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

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- 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, family status, socio-economic status;
- 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 in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;

SAFETY

All students, parents, teachers, and 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.

All members of the school community must not:

- engage in bullying behaviours;
- swear at a teacher or at another person in a position of authority, or at any member of the school community;
- commit sexual assault;
- traffic 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;
- or commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

ROLES AND RESPONSIBILITIES

HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

The Achievement in Motion (AiM) System Plan ensures all students and employees experience safe, effective and respectful learning environments.

Hastings and Prince Edward District School Board is committed to:

- developing procedures that set out how schools will implement and enforce the provincial code of conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- reviewing these procedures regularly with students, staff, parents, volunteers, and the community;
- seeking input from school councils, District School Council, Special Education Advisory Committee, parents, students, staff members, and the school community;
- establishing a process that clearly communicates the provincial code of conduct and school board code of conduct to all parents, students, staff members, and members of the school community in order to obtain their commitment and support;
- developing effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- providing opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

PRINCIPALS

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 teaching and learning environment;
- holding everyone under their authority accountable for his or her behaviour and actions;
- empowering staff and students to be positive leaders in their school and community;
- and by 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 other 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;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
- prepare students for the full responsibilities of citizenship.

STUDENTS

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;
- and follows the established rules and takes responsibility for his or her own actions.

PARENTS

Parents 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 fulfill their role when they:

- attend to their child’s physical and emotional well-being;
- 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 board's code of conduct, and school rules;
- encourage and assist their child in following the rules of behaviour;
- and assist school staff in dealing with disciplinary issues involving their child.

SCHOOL COUNCILS

School councils are parent-directed advisory bodies, representative of all members of the school community. In providing advice to the principal, district and Ministry of Education, school councils will adhere to the standards of behaviour expected in the schools and will:

- focus their activities on the fundamental goal of improving student learning;
- play a strong role in fostering participation by parents and partnerships with community groups;
- be proactively involved in plans to improve their schools.

VOLUNTEERS

Volunteers provide their services to the school in order to enhance school-based activities and academic learning. Under the direction of the principal, volunteers participate in both instructional and co-instructional activities. In fulfilling their role, volunteers will:

- adhere to the terms of the board and school codes of conduct;
- make time for, and honour commitments to the activities for which they are volunteering;
- participate in required screening processes and the training specifically provided to volunteers;
- and strive to improve their skills in the activities for which they are volunteering.

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. These partnerships must respect all applicable collective agreements.

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 developed by the Ministry of the Solicitor General and the Ministry of Education.

REFERENCES

- 1. Board Code of Conduct and School Codes of Conduct. Hastings & Prince Edward District School Board Procedure 145.**
- 2. Equity and Diversity. Hastings & Prince Edward District School Board Procedure 135.**

APPENDICES

APPENDIX 1 – CODE OF CONDUCT POSTER



CODE OF CONDUCT

PROGRESSIVE DISCIPLINE AND SCHOOL SAFETY

STANDARDS OF BEHAVIOUR

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