

CODE OF CONDUCT

The provincial Code of Conduct sets clear provincial standards of behaviour. These standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system – 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 [P/PM 128].

The Lambton Kent District School Board has adopted the Ministry's Code as its own and has required each of its schools either to do the same or to create a unique one. [*Education Act*, R.S.O, 1990, c. E.2, ss. 302 - 303].

Mooretown-Courtright Public School has elected to adopt the Board's Code as its own on the understanding that any amendment to the Board's Code will, *ipso facto*, be deemed to be an amendment to the school's Code. The Board's Code has been reprinted below unaltered.



LAMBTON KENT DISTRICT SCHOOL BOARD: CODE OF CONDUCT

1.0 Introduction

The Lambton Kent District School Board Code of Conduct is established in keeping with the requirements of the provincial Code of Conduct and the standards of behaviour as set forth by the province of Ontario.

A school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted.

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, and to be accountable for actions that put the safety of others or oneself at risk.

2.0 Guiding Principles

- This Code of Conduct applies to all individuals who participate in the school community whether they are on school property, on school buses, or at school-authorized events or activities.
- All participants in the school community are to be treated with respect and dignity, especially those in positions of authority, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability.
- All participants in the school community share responsibility for maintaining an environment where conflict and difference can be addressed through non-violent means in a manner characterized by respect and civility. Behaviour which is aggressive or threatening in any way has no place in our school communities.
- Student achievement depends upon the provision of safe and caring learning environments. All participants in the school community share responsibility for ensuring that their decisions and actions contribute rather than detract from the sanctity of these environments.
- Personal health and well-being are enhanced through awareness and appropriate choices. They are further safeguarded through the application of prevention and intervention strategies and the involvement of community agencies including the police in responding to situations involving but not limited to those who are in possession of, or under the influence of alcohol or restricted drugs.
- Responsible citizenship involves appropriate participation in the life of the school and engages citizens are aware of their rights, but more importantly, they accept responsibility protecting their rites and the rites of others.

3.0 Standards of Behaviour

The Standards of Behaviour apply to all individuals who participate in the school community including students, parents and guardians, teachers and other staff members, volunteers and visitors.

Respect, Civility, and Responsible Citizenship

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 race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- 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;
- not swear at a teacher or at another person in a position of authority;

Safety

All members of the school community must not:

- engage in bullying behaviours;
- 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;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

4.0 Roles and Responsibilities

School Boards

School boards provide direction to their schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of school boards to:

- develop policies that set out how their 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;
- review these policies regularly with students, staff, parents, volunteers, and the community;
- 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;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide 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.

Wherever possible, boards should collaborate to provide coordinated prevention and intervention and programs and services, and should endeavour to share effective practices

Principals

Under the direction of their school boards, 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 students to be positive leaders in their school and community;
- 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;
- 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:

- show an active interest in their child's 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 provincial Code of Conduct, the board's code of conduct, and school rules;
- 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. 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