

1. Introduction

- 1.1. Schools need to 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, included, and accepted, and actively promote positive behaviours and interactions. Building and sustaining a positive school climate is a complex challenge requiring evidence-informed solutions. A whole-school approach, which involves all members of the school community, is also important in supporting efforts to ensure that schools are safe, inclusive, and accepting. In addition, the whole-school approach will benefit all students and the broader community.
- 1.2. All students, parents, and school staff 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. The promotion of strategies and initiatives such as Student Success and character development, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports student achievement and the well-being of all students. Schools should therefore focus on prevention and early intervention as the key to maintaining a positive school environment in which students can learn and teachers can teach.
- 1.3. The provincial Code of Conduct sets clear provincial standards of behaviour. These standards of behaviour apply to students 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. They also apply to all individuals involved in the publicly funded school system – principals, teachers, other school staff, parents, volunteers, and community groups.

<http://www.edu.gov.on.ca/eng/safeschools/CodeOfConductEN.pdf>



2. Purpose

- 2.1. 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.
- 2.2. The purpose of this policy is to set out the standards of behaviour, consistent with the Provincial Code of Conduct, which are expected of all members of the school community in order to create positive climates in schools and at the school board in which responsibility, respect, civility and academic excellence are promoted and all members of the school community feel safe, comfortable, and accepted.
- 2.3. The purposes of codes of conduct are:
- a) To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
 - b) To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
 - c) To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
 - d) To encourage the use of non-violent means to resolve conflict.
 - e) To promote the safety of people in the schools.
 - f) To discourage the use of alcohol and illegal drugs.
 - g) To prevent bullying and cyber bullying in schools.

The effective implementation of this procedure and the school codes of student behaviour is a shared responsibility of the whole community. Parents, teachers, students, support staff and other members of the school community work together to



model and teach behaviours that promote a positive, caring school environment for all members of the school community.

3. Board Code of Conduct

3.1. The Board's Code of Conduct is based on the Provincial Code of Conduct and is set out below:

Standards of Behaviour

(a) Respect, Civility, and Responsible Citizenship

All members of the school community, including trustees, Board employees, students, parents, visitors, volunteers, contractors, community members on school premises, or any other person attending on Board property (including schools) for any reason, must, while on Board property (including schools), 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:

- (i) Respect and comply with all applicable federal, provincial, and municipal laws;
- (ii) Demonstrate honesty and integrity;
- (iii) Respect differences in people, their ideas, and their opinions;
- (iv) Treat one another with dignity and respect at all times, and especially when there is disagreement;
- (v) 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;
- (vi) Respect the rights of others;
- (vii) Show proper care and regard for school property and the property of others;



- (viii) Take appropriate measures to help those in need;
- (ix) Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- (x) Respect all members of the school community, especially persons in positions of authority;
- (xi) Respect the need of others to work in an environment that is conducive to learning and teaching; and
- (xii) Not swear at a teacher or at another person in a position of authority.

(b) Safety

All members of the school community, including trustees, Board employees, students, parents, visitors, volunteers, contractors, community members on school premises, or any other person attending on Board property (including schools) for any reason, must not, while on Board property (including schools), 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:

- (i) Engage in bullying behaviours, including cyber-bullying
- (ii) Commit sexual assault;
- (iii) Traffic weapons or drugs;
- (iv) Give alcohol, recreational marijuana, or illicit drugs to a minor;
- (v) Commit robbery;
- (vi) Be in possession of any weapon, including firearms, knives or any other weapon;



- (vii) Use any object to threaten or intimidate another person;
- (viii) Cause injury to any person with an object intentionally or recklessly;
- (ix) Be in possession of, or be under the influence of, or provide others with alcohol, recreational marijuana, or illegal drugs;
- (x) Inflict or encourage others to inflict bodily harm on another person;
- (xi) Engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- (xii) Commit an act of vandalism that causes damage to school property or to property located on the premises of the school; or
- (xiii) Create a disturbance in a school or on school property which interrupts or disquiets the proceedings of the school or class or otherwise disrupts the operation of a school or the learning environment.

4. Use of Cell Phones and Other Mobile Devices

Cellphones and other personal mobile devices should not be used during instructional time unless they are required;

- (a) for health and medical purpose
- (b) to support special education needs, or
- (c) for educational purposes, as directed by an educator

5. School Codes of Behaviour

5.1. All Principals of the Board will establish local Codes of Behaviour for their schools governing the behaviour of all persons in the school. The local 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 Behaviour may take into account local circumstances which apply to a particular school.

- 5.2. School Codes of Behaviour shall be developed cooperatively with staff, students and parent(s)/guardian(s), and shall conform to relevant administrative procedures of the Board.
- 5.3. The foundation of all school Codes of Behaviour shall be respect, civility and responsible citizenship.
- 5.4. School Codes of Behaviour shall be positive in tone, constructive and shall emphasize that rules are necessary when people gather to learn.
- 5.5. School Codes of Behaviour shall define clear expectations for appropriate behaviour and consistent consequences based on progressive discipline, as well as a rationale for the code, procedures to be followed in implementing the code and preventative support programs.
- 5.6. School Codes of Behaviour shall include expectations for respect, civility, responsible citizenship and safety.
- 5.7. School Codes of Behaviour shall establish immediate, relevant, age-appropriate and developmentally appropriate consequences for violent acts and bullying.
- 5.8. School Codes of Behaviour shall include clear statements that harassment; physical, verbal (oral or written), sexual or psychological abuse; bullying; hate-motivated behaviours and discrimination on the basis of racial characteristics, culture, age, religion, gender, language, disability, sexual orientation, or any other attribute is unacceptable.
- 5.9. School Codes of Behaviour shall include clear statements that the possession and/or display of weapons or replicas or imitations of weapons on school property will be referred to the police and in addition, may result in a recommendation for



expulsion.

5.10. School Codes of Behaviour shall also reflect the following procedures and protocols, where relevant:

- Board Policy No. 16 Student Transportation
- Administrative Procedure 139 Discrimination, Harassment and Human Rights Violations
- Administrative Procedure 140 Safe Environments
- Administrative Procedure 145 Computer Use
- Administrative Procedure 164 Smoke-Free Environments
- Administrative Procedure 214 Human Rights Education
- Administrative Procedure 260 Out-of-School Activities
- Administrative Procedure 310 Supervision of Students
- Administrative Procedure 341 Child Abuse Reporting Procedures
- Administrative Procedure 351 Safe Schools: The Use of Internet and Electronic Devices by Students
- Administrative Procedure 352 Appropriate Dress Code
- Administrative Procedure 353 Progressive Discipline
- Administrative Procedure 354 Students on Long-Term Suspension
- Administrative Procedure 355 Programs for Expelled Students
- Administrative Procedure 357 Students' Use of Tobacco, Alcohol and Other Drugs
- Administrative Procedure 358 Student Suspension
- Administrative Procedure 359 Student Expulsion
- Administrative Procedure 404 Assaults on and/or Threats to Teachers and Staff Members
- Police/School Board Protocol
- Safe Schools Protocol
- Community Threat Assessment Protocol, 2008

5.11. Schools shall publish their Codes of Behaviour and distribute them annually to students, staff and school council members.



- 5.12. Schools shall discuss their Codes of Behaviour with students, annually, at the beginning of the school year.
- 5.13. Schools shall post their Codes of Behaviour in a prominent location and make them available to the community.
- 5.14. When distributing their Codes of Behaviour, schools may also include a form acknowledging receipt and reading of the code.
- 5.15. Principals shall review their school Code of Behaviour and consult annually, with staff, students and their school council. A thorough review must occur every three years.
- 5.16. When substantive changes are made to a school's Code of Behaviour, it will be redistributed, as set out in section 4.12.0.
- 5.17. Students new to a school shall receive a copy of the school's Code of Behaviour upon registration.

6. Student Demonstrations and Protests

The Board recognizes that students may wish to express their perspectives on social, political, environmental, or other matters of importance. Students are encouraged to use appropriate channels and opportunities to share their views in ways that do not interfere with instructional time or the safe and orderly operation of schools.

- 6.1. Students are expected to attend all scheduled classes and school activities. Any instructional time missed in order to participate in a protest, demonstration, walkout, or similar activity will be recorded as an absence from school/class in accordance with Board attendance procedures.
- 6.2. Student demonstrations or protests are not permitted inside schools or on school property unless expressly authorized by the school administration and aligned with Board procedures and expectations.



6.3. Where students participate in a protest or demonstration during the school day, students will be directed to leave school property. School administration may contact police or other appropriate authorities, as necessary, to support student safety, road safety, and the orderly movement of students where students assemble off school property and/or relocate to another location.

6.4. The Student Code of Conduct, Board policies, and all behavioural expectations continue to apply to students participating in demonstrations or protests, whether on or off school property during the school day. Failure to comply with Board expectations may result in appropriate consequences in accordance with applicable policies and procedures.

6.5. Schools will continue to support respectful student voice and civic engagement through appropriate educational opportunities and established school and Board processes.

7. Responsibilities of the Director of Education

7.1. The Director of Education shall keep a central registry of current school Codes of Conduct.

7.2. The Director shall report to the Board on the status of student welfare in the district, as set out in Board Policy No. 3 Director of Education Job Description.

7.3. The Director, or designate, will review the Board Code of Conduct every three years.

This review will include consultation with school councils and a wide variety of community stakeholders including the LDSB PIC, SEAC, community-based service providers, community partners, among others.

8. Responsibilities of Principals

8.1. Principals shall forward a copy of each new and revised school Code of Behaviour to the Director of Education.



- 8.2. Principals shall ensure that Codes of Behaviour reflect expectations as referred to in Sections 4.3.0 to 4.9.0 of this procedure.
- 8.3. Principals shall ensure that information with respect to weapons and drugs is thoroughly reviewed with students at the beginning of each school year and reinforced at appropriate intervals during the school year.
- 8.4. Principals shall apply their school's Code of Behaviour in a fair, firm, consistent and timely manner.
- 8.5. Principals shall ensure that victims of school-based unacceptable behaviour shall be provided with interim support and/or counseling by appropriate school staff.
 - 8.5.1 Victims shall be advised that further counseling may be available both within the system and also outside the system.
- 8.6. After appropriate disciplinary actions have been taken, perpetrators of school-based unacceptable behaviour shall be advised of appropriate counseling opportunities.
 - 8.6.1. At the discretion of the principal or Director, counseling may be required before a student is readmitted to classes or a school following an expulsion.
- 8.7. Principals shall work through their associations, school staff, the Board's Educational Services team, and school student services departments to develop curriculum which is aimed at teaching students sound strategies for dealing with human relationships in a non-violent manner.
 - 8.7.1. In-service training on the special education implications of inappropriate behaviours will be made available to all staff members.
- 8.8. Principals shall ensure that staff members at their schools develop effective techniques for conflict management, including recognizing, approaching, defusing, de-escalating and resolving potential confrontational situations.



- 8.9. Principals shall utilize appropriate resources from the district to develop and implement intervention strategies as an alternative to or in conjunction with suspensions.

9. Responsibilities of Teachers

- 9.1. Each teacher shall uphold and implement the school Code of Behaviour and the ways in which it applies to each student.
- 9.2. Teachers who observe a student committing an infraction for which suspension is a possible consequence shall refer the matter to the principal through the completion of a Safe Schools Incident Report. (See Administrative Procedure 358 Student Suspension).
- 9.3. Teachers shall document ongoing disruptive incidents and implement appropriate intervention strategies as outlined in the school code of student behaviour, including communication with the principal/vice-principal and parents.
- 9.3.1. Teachers shall communicate promptly with the principal/vice-principal and, preferably, in person with the parent/guardians of a student who is at risk of becoming severely disruptive.
- 9.3.2. Teachers shall inform the principal/vice-principal and parent(s)/guardian(s) whenever a student is displaying recurring unacceptable behaviour which disrupts the learning environment for other students in the class.
- 9.4. Appropriate school and educational services resource staff shall actively pursue the identification of possible underlying causes for inappropriate and continuing behaviour problems or violent acts.

10. Responsibilities of Staff Members

- 10.1. All staff members shall inform the principal whenever a student is displaying unacceptable behaviour or is engaging in violent acts.



10.2. All staff members shall respond to violent incidents in accordance with the Safe Schools Protocol in order to ensure the safety of students, themselves and other staff.

10.3. Teachers and district staff are required to exercise extreme self-restraint in dealing with difficult or insolent students.

11. Responsibilities of Students

11.1. Students shall exercise self-discipline in language, conduct and deportment to fulfill their role as responsible members of the student community within their school.

11.2. Every student is responsible for his or her conduct related to all staff and members of the school community and, ultimately, is accountable to the principal of the school that the student attends:

(a) on the premises;

(b) during the regular school day;

(c) while participating in out-of-school activities that are part of the school curricular and co-instructional programs;

(d) while traveling on a school bus that is operated by or under contract with Limestone District School Board; or

(e) in other circumstances where engaging in the activity will have an impact on the school climate.

12. Restraint of Students

12.1. Physical restraint of a student is a protective intervention strategy only to be used when force is necessary to prevent the student from harming himself or herself, other students, teachers, staff members, or visitors to the school, or when engaging



in an act of vandalism.

12.1.1. When physical force is used to restrain a student, it shall normally be applied in accordance with the principles and practices taught in the district's in-service sessions.

12.1.2. All incidents which involve a staff member using physical force to restrain a student shall be documented by the principal.

12.1.3. The district will provide in-service training for staff on how to properly restrain students who need to be restrained.

13. Violent Behaviour

13.1. Principals shall report violent behaviour and criminal acts to the police as outlined in the Police/Board Protocol, 2017.

13.1.1. Notwithstanding Section 11.1.0, at the discretion of the principal, the police may or may not be involved as outlined in the Police/Board Protocol, 2017.

13.1.2. Principals shall follow administrative procedures and guidelines when determining consequences for violent behaviour and these consequences will be viewed in addition to action taken by the police.

13.1.3. When elementary students are involved, similar consequences as outlined in this section may result, but the principal, in consultation with the Director or designate, and parent(s)/guardian(s), may find that other approaches are more appropriate.

13.2. All incidents which fall in the area of violent behaviour shall be recorded in accordance with Ministry of Education requirements outlined in P/PM 120 and complete the necessary Safe Schools Incident Report and check off Box 6. Safe Schools Incident Reports that delineate a violent incident must be retained in the student's OSR: (a) for one year if the student's suspension was quashed or



withdrawn and the record of suspension expunged; for three years if the student was suspended for the violent incident; and for five years if the student was expelled for the violent incident.

13.2.1. Each violent incident shall be reported to the Director of Education.

13.3. For suspension when the student is under 18 years of age, the principal will follow the terms of Administrative Procedure 358 Student Suspension. The principal or vice-principal, in consultation with the student and parent(s) or guardians, will determine if and what level of counseling is most appropriate to the individual situation, and will take the necessary steps to facilitate the counseling process.

13.3.1. It is understood that the counseling may be done by district personnel, or a community agency acceptable to the principal and may include a probationary period which could involve individual counseling by the principal, vice-principal, school guidance counsellor, school teacher, or a member of the educational services staff.

13.4. Students involved in hate-motivated behaviour, fighting, threatening, harassing or verbally abusing other students or staff shall be suspended or expelled.

13.4.1. The length of suspension or expulsion will depend on the severity of the incident and the degree of involvement of the individual student.

13.5. When the abuse is deemed to constitute a one-way physical assault by one or more students on another person, whether provoked or unprovoked, and where there is bodily harm, the police shall be involved and the student(s) may be recommended for expulsion.

13.6. When the offence is considered to be a sexual assault, the police, the Children's Aid Society (if any student involved is under 18 years of age), the Director of Education and the area superintendent shall be informed immediately.

13.6.1. A suspension and a recommendation for expulsion, under the terms of



Administrative Procedure 359 Student Expulsion, shall apply to a student who commits sexual assault.

13.7. If a student is allowed to return after expulsion for sexual assault or alleged sexual assault, he or she shall be considered for:

- (a) transfer to a different school with appropriate safety precautions and a plan of entry in place following the expiration of the expulsion; or
- (b) home schooling; or
- (c) placement in a system specialized program or a secondary off-site centre; or
- (d) return to the home school with appropriate safety precautions and a plan of return in place.

13.8. Students who threaten, harass, verbally abuse or assault staff shall be dealt with in accordance with this procedure, Administrative Procedure 404 Assaults on and/or Threats to Teachers and Staff Members; Administrative Procedure 139 Discrimination, Harassment and Human Rights Violations and Administrative Procedure 359 Student Expulsion.

14. Weapons Offences

14.1. Weapons are defined under the Criminal Code in two categories;

- (a) any item that is designed to be used as a weapon, specifically designed to be used in combat or to inflict harm;
- (b) any item a person uses or intends to use as a weapon that is not normally intended to be used in combat or to inflict injury but becomes a weapon when a person uses or intends to use it for the purpose of threatening or intimidating any person.



14.2. All incidents which fall in the area of weapon offences shall be recorded in accordance with Ministry of Education requirements.

14.3. A student who is found to be in possession of a weapon or replica of a weapon shall be suspended and may be expelled. The police may be involved.

14.4. A student who uses or threatens to use a weapon against another person shall be suspended and may be expelled. Police will be contacted as per the Police Board Protocol 2017.

15. Communication of Code of Conduct

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

- (a) A copy of the Board's Code of Conduct will be posted on the Board's web site;
- (b) Schools will send home with each student, at the outset of each school year, a copy of the School's Code of Behaviour;
- (c) Every school volunteer will be given a copy of the School's Code of Behaviour or directed to view the Board's Code of Conduct on its website;
- (d) 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 Behaviour to the attention of students; and any contractor who provides services to the Board will be directed to view the Board's Code of Conduct on its website.

16. Programs Promoting "Respect, Civility Responsible, Citizenship and Safety"

16.1. Schools, in consultation with and under the direction of Administration, will



develop and implement programs which promote respect, civility, responsible citizenship and safety.

17. Review of Code of Conduct

17.1. The Board will review this administrative procedure at least bi-annually. Input will be invited from school councils, the Parent Involvement Committee, parents, students, staff members and the school community.



Related Safe Schools Procedures and Protocols:

- Board Policy No. 16 Student Transportation
- Administrative Procedure 139 Discrimination, Harassment and Human Rights Violations
- Administrative Procedure 140 Safe Environments
- Administrative Procedure 145 Computer Use
- Administrative Procedure 160 Access to Schools
- Administrative Procedure 164 Smoke-Free Environments
- Administrative Procedure 214 Human Rights Education
- Administrative Procedure 260 Out-of-School Activities
- Administrative Procedure 310 Supervision of Students
- Administrative Procedure 341 Child Abuse Reporting Procedures
- Administrative Procedure 351 Safe Schools: The Use of Internet and Electronic Devices by Students
- Administrative Procedure 352 Appropriate Dress Code
- Administrative Procedure 353 Program Discipline
- Administrative Procedure 354 Students on Long-Term Suspension
- Administrative Procedure 355 Programs for Expelled Students
- Administrative Procedure 357 Students' Use of Tobacco, Alcohol and Other Drugs
- Administrative Procedure 358 Student Suspension
- Administrative Procedure 359 Student Expulsion
- Administrative Procedure 404 Assaults on and/or Threats to Teachers and Staff Members
- Police/Board Protocol
- Safe Schools Protocol
- Community Threat Assessment Protocol, 2011



References:

Education Act S. 264 (1) (e) Duties of Teacher: Discipline; S. 265 (1) (a) Duties of Principal: Discipline; Part XIII—Behaviour, Discipline and Safety

P/PM 128 Ontario Schools Code of Conduct, August 2019

<http://www.edu.gov.on.ca/eng/safeschools/code.html>

<http://www.edu.gov.on.ca/eng/safeschools/personal-mobile-devices-in-school-parent.pdf>

Ontario Regulation 208, s.23 Requirements for pupils

Police/Board Protocol, 2019