

Eramosa Public School

CODE OF POSITIVE BEHAVIOUR

GOAL

It is the policy of the Upper Grand District School Board to maintain a safe and inclusive learning and teaching environment through the adoption of a Code of Conduct which promotes responsibility, respect, civility and academic excellence, and sets clear standards of behaviour for all members of the school community. The goal is to create a positive school climate where all members of the school community feel safe, comfortable and accepted.

At Eramosa Public School, students are expected to demonstrate respect and responsibility in all aspects of school life.

GENERAL

Our Eramosa Public School Code of Positive Behaviour is based upon the Ontario Code of Conduct and the Upper Grand District School Board Code of Conduct (Policy # 213). It applies to all members of the school community; students, administrators, staff, parents and guardians, visitors, volunteers, etc. while on all school and Board property, school buses, at school-authorized events and off site at school-sponsored activities, or in other circumstances that could have an impact on the school climate.

RIGHTS

Student Rights Include:

- ▶ to be treated with dignity and respect
- ▶ to be provided with activities that are success oriented and build on individual strengths
- ▶ to receive a quality education
- ▶ to be safe in all school environments

Parent Rights Include:

- ▶ to be treated with dignity and respect

- ▶ to be heard and to have concerns addressed
- ▶ to communicate with the school

Staff Rights Include:

- ▶ to be treated with dignity and respect
- ▶ to have a safe working environment
- ▶ to expect parents and students to be involved in creating a positive school environment

STANDARDS OF BEHAVIOUR

A) 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 opinions;
- ▶ treat one another with dignity and respect at all times, and especially where there is disagreement;
- ▶ respect and treat others fairly, regardless of their 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;
- ▶ respect all members of the school community, especially persons who are in a position of authority;
- ▶ respect the needs of others to work in an environment that is conducive to learning and teaching
- ▶ not swear at a teacher or at another person in authority, and
- ▶ seek school staff assistance, if necessary, to resolve conflict peacefully.

B) Safety

All members of the school community must not:

- ▶ engage in bullying behaviours

Definition of bullying:

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Bullying takes on different forms and contexts with age. It can be physical, verbal, social/emotional or through the use of technology. Bystanders contribute to bullying by doing nothing to prevent it or by becoming actively involved in supporting it.

- ▶ commit sexual assault;
- ▶ traffic in weapons or illegal drugs;
- ▶ be in possession of any weapon including, but not limited to, firearms;
- ▶ use any object to threaten or intimidate another person;
- ▶ cause injury to any person with an object;
- ▶ be in possession of, or 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 violence;
- ▶ commit an act of vandalism that causes extensive damage to school property or property located on the premises of a school, or
- ▶ engage in any form of electronic communication directed to an individual or group of people that is intended to cause (or should be known to cause) fear, distress, and/or harm to other persons; feelings, self esteem, or reputation, or that has a negative impact on the school climate.

STUDENT RESPONSIBILITIES

All students will :

- ▶ accept responsibility for their personal actions;
- ▶ demonstrate respect for self, and others, and for those in authority;
- ▶ fulfill expected academic obligations;
- ▶ come to school punctually each day, prepared and willing to learn;
- ▶ obey the rules of the school, on school buses, and at other sites during school activities,
- ▶ dress appropriately in accordance with the Board's and the school's policies regarding appropriate dress;
- ▶ use respectful language, free from profanity;
- ▶ work cooperatively with staff and other students;
- ▶ be honest in their academic work (refrain from plagiarism, cheating, etc.); and
- ▶ use free time responsibly,
- ▶ demonstrate respect for the property of others and the property of the school,
- ▶ assume a responsible attitude towards their use of computers and the Internet.

STAFF RESPONSIBILITIES

The Principal will:

- ▶ take a leadership role in the daily operation of the school by demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- ▶ hold those under their authority accountable for their actions and behaviour;
- ▶ empower students to be positive leaders in their school and community, and
- ▶ communicate meaningfully and on a regular basis with all members of the school community.

Teachers and school staff will:

- ▶ maintain order in the school;
- ▶ maintain consistent standards of behaviour for all students;

- ▶ help students work to fulfill their potential, develop self-worth, and prepare them for the full responsibilities of citizenship;
- ▶ communicate regularly and meaningfully with parents/guardians;
- ▶ demonstrate respect for all students, staff, parents, volunteers, and the members of the school community; and
- ▶ empower students to be positive leaders in their school and community,
- ▶ endeavour to provide students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills
- ▶ be sensitive to unique circumstances that may affect student behaviour
- ▶ maintain contact with parent(s)/guardian(s) and involve them in a plan to improve behaviour until the behaviour is acceptable.

PARENTAL RESPONSIBILITIES

Parents are partners in the education of their children and can fulfill this responsibility by:

- ▶ demonstrating respect for all students, staff, volunteers and the members of the school community;
- ▶ supporting the efforts of school staff in maintaining a safe and respectful learning environment;
- ▶ showing an active interest in their child's school work and progress;
- ▶ communicating regularly with their child's school; e.g., daily use of Student Agenda
- ▶ assisting staff in dealing with disciplinary issues involving their child;
- ▶ helping their child be neat, dressed appropriately, well rested and prepared and ready to learn;
- ▶ ensuring that their child attends school regularly and on time;
- ▶ promptly reporting their child's absence or late arrival;
- ▶ showing that they are familiar with the Ontario Code of Conduct, the Board's Code of Conduct, and the school's Code of Conduct and rules of behaviour, and
- ▶ helping and encouraging their child in following the Board's Code of Conduct and the school's Code of Conduct and the rules of behaviour.

SPECIFIC EXPECTATIONS FOR SCHOOL

In the Classroom . . .

Students come to class prepared to learn, to follow teachers' instructions, and to participate without disturbing others.

In the Halls . . .

Walk quietly and safely.

In the Washroom . . .

Use the facilities appropriately.

At School Assemblies . . .

Listen attentively and participate politely.

On the Playground . . .

Students will play safely, fairly and show respect:

- ▶ No body contact; e.g., keep hands and feet to yourself.
- ▶ No object may be used as a weapon; e.g., sticks, stones.
- ▶ Play only in designated areas, in clear view of yard supervisors. Dumpsters, wildlife area, parking lot and snow piles are out-of-bounds.
- ▶ No littering.
- ▶ Obey winter rules as required by weather conditions.
- ▶ Report emergencies or concerns to a supervisor immediately.
- ▶ No food may be eaten outside.

Recess Problem-Solving/Conflict Resolution:

Most of our students play well at recess. However, sometimes a child may be annoyed at the actions of another child. Children can use a 3-step method to help solve their own problem.

Step 1 - say 'Stop It, I don't like it when you do . . . (state behaviour).'

Step 2 - If the action continues walk away.

Step 3 - If the action continues report it to a teacher or yard supervisor.

On Field Trips . . .

Students who are extending their learning experiences beyond the classroom are expected to follow the expectations of the School's Code of Behaviour.

On the Bus . . .

Riding the bus is a privilege. Everyone's safety is a our prime concern.

Eramosa Students Will:

- behave responsibility and use appropriate language.
- get off and on buses, walking in an orderly fashion.
- co-operate with patrols, drivers, and trip supervisors.
- obey bus safety rules.
- student are expected to follow the school's Code of Behaviour.

Note: The use of cell phones, pagers, roller blades, heelee shoes, skateboards, and scooters by students on school property is not allowed.

APPROPRIATE DRESS

All students are expected to dress in a manner appropriate for a learning/working environment.

Appropriate dress is defined as student attire that is free of symbols of hate, gang membership, or images that portray violence, death, abuse, alcohol, cigarettes, drugs, racial, obscene words, political or sexual statements.

- Jewelry or apparel (such as large chains, spiked bracelets) that present a safety hazard or distraction are not allowed.
- Baseball caps need to be removed upon entering the school.
- Fashion trends change over time. Any decision regarding clothing will be considered by the staff and School Council.
- Indoor shoes need to be appropriate for gym activities (soft-soled and non-marking).
- "Flip-flops" are not appropriate for school.

Coats, Outerwear, Backpacks

These items must be left on classroom coat racks. Hats must be removed when students enter the school building.

Shirts and Tops

Muscle Shirts, spaghetti straps and low scooped necklines are unacceptable. Bare midriffs and backs are unacceptable; shirts must be 'tuckable' and not excessively tight. Shorts and skirts must be a reasonable length. Undergarments should not be visible.

POLICE SERVICES

The Board believes that the Police are partners with schools and school boards in maintaining safe schools and communities. Through the guidelines established in the Police/School Boards Protocol Agreement, Police support schools by encouraging, enabling and maintaining positive relationships with school administrators, staff, students, parents and members of the school community.

COMMUNITY PARTNERS

The Board believes that community agencies and members of the school community are resources that can help boards deliver prevention and intervention programs. Current and new partnerships, protocols and outreach are encouraged and supported by the Board to formalize and enhance relationships to maintain safe and communities.

IMPLEMENTATION OF THE SCHOOL'S CODE OF CONDUCT

Schools focus on prevention and early intervention as the key to maintaining a positive school environment in which pupils can learn. The Board supports the use of positive practices and progressive discipline as a whole school approach to foster the building of healthy relationships and encourage appropriate behaviours, as well as the application of consequences for inappropriate behaviour.

Progressive Discipline

Progressive Discipline is a range of early and later interventions, supports, and consequences that are developmentally appropriate, and include opportunities for students to learn from mistakes and that focus on improving behaviour. These may include, but are not limited to:

- Student Success and Character Development strategies and programs;
- providing students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
- utilizing models based on the concepts of peer mediation and/or peer counselling;
- documenting incidents requiring disciplinary measures, and applying the mitigating factors;
- being sensitive to unique circumstances which may affect student behaviour;
- ensuring that contact with the parent(s)/guardian(s) of students, under the age of eighteen, is made early in the disciplinary process;
- maintaining contact with the parent(s)/guardian(s) and involving them in a plan to improve the behaviour until the behaviour is acceptable.

As incidents arise, it is recognized that each situation is unique. Incidents are managed in a consistent manner to ensure that fairness is integral to the process, and that this fairness is perceived by all participants. Within this process, consideration for consequences will be given for:

- student age
- frequency of incidents
- nature and severity of incidents
- student exceptionalities
- extenuating circumstances
- impact on the school climate

CONSEQUENCES

The school will use a range of interventions, supports and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices. The following are examples, in no particular order. The application of consequences, supports and interventions are determined by the incident and the individual students involved.

Examples of Consequences:

- verbal reminder
- warning
- review of expectations/rules
- written or verbal apology
- incident sheet
- yard: 5 minutes on the wall
- yard: walk with the teacher
- letter written to parent
- phone call home
- student contract sheet
- restitution
- repair/replacement of damaged or missing property
- in-school community service
- recess detentions
- class time detentions
- loss of in-school privileges
- loss of field trip privileges
- suspension of bus privileges
- suspension
- expulsion

Examples of Supports/Interventions:

- discussion with P/VP
- reflective paragraph/essay
- problem solving
- conflict mediation
- social stories
- discussion with parent (next steps, solutions)
- conference with others involved
- restorative justice
- positive reward system
- Attendance Counsellor support
- student/teacher/parent meeting
- case conference with school staff and/or Board consultants
- referral to outside agencies
- Suspension/Expulsion Program

Suspension and Expulsion

Discipline serves not only to correct inappropriate behaviour, but also as a deterrent. To maintain a safe and effective learning environment, suspensions and expulsions may be imposed not only to deter inappropriate behaviour, but also to remove individuals who pose a threat to the safety and well being of others. The Provincial Code of Conduct specifies that for student actions that do not comply with the Provincial Standards of Behaviour, suspension and expulsion may be considered. The Board's Student Discipline Policy (Policy #503) sets out the process for Suspension and Expulsion. This policy specifies the student actions that **may** result in the Principal imposing a suspension, as well as the student actions that **will** result in the Principal imposing a suspension and considering an expulsion pending an investigation of the incident.

Mitigating Factors

The Principal will consider the following mitigating factors when considering a suspension:

- the pupil does not have the ability to control his or her behaviour;
- the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour;
- the pupil's continuing presence in the school does not create an unacceptable risk to the safety of any other person.

The Principal will also consider the following factors if they mitigate (moderate) the seriousness of the incident or the behaviour of the student involved:

- the pupil's history and age,
- whether progressive discipline has been used,
- if a behaviour has been motivated by harassment or discrimination,
- the impact on the ongoing education of the student,
- the student's Individual Education Plan.

Note: In some cases, even though the offence calls for a mandatory suspension pending an investigation, the consideration of the mitigating circumstances may cause a principal not to suspend.

Activities That May Lead to a Suspension

Police may be involved, as required, and a suspension **may** be imposed for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction on or off school property has an impact on the school climate:

- a uttering a threat to inflict serious bodily harm on another person;
- b possessing alcohol or illegal drugs;
- c being under the influence of alcohol;

- d swearing at a teacher or at another person in a position of authority;
- e committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- f bullying, including cyber bullying
- g any act considered by the Principal to be injurious to the moral tone of the school;
- h any act considered by the Principal to be injurious to the physical or mental well-being of members of the school community;
- i persistent opposition to authority;
- j habitual neglect of duty, or
- k a serious breach of the Board of school's Code of Conduct.

Activities That Will Result in a Suspension, an Investigation and a Possible Recommendation for Expulsion

Police may be involved, as required, and a student **will** be immediately suspended, an investigation will occur and **may** lead to a recommendation of expulsion to the Board's Discipline Committee for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction on or off school property has an impact on the school climate:

- a possessing a weapon, including possessing a firearm;
- b using a weapon to cause or to threaten bodily harm to another person;
- c committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- d committing sexual assault;
- e trafficking in weapons or illegal drugs;
- f committing robbery;
- g giving alcohol to a minor;
- h an act or activities considered by the Principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- i activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property, or
- j demonstration of a pattern of behaviour that the student has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper.

