

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name Student Code of Conduct Procedural Guideline Applies 520

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POLICY

Superior-Greenstone District School Board is committed to establishing and maintaining a safe and secure environment for its students, staff and community where all members of the school community are to be treated with respect and dignity, especially persons in positions of authority.

This policy is written in accordance with the Education Act, Ontario Regulation 472/07, Policy Program Memorandum (PPM): 119 (Equity and Inclusion), 128 (Provincial and School Board Codes of Conduct), 145 (Progressive Discipline and Promoting Positive Student Behaviour) 144(Bullying Prevention), Smoke-Free Ontario Act, 2017, and the Superior Greenstone District School Board Code of Conduct.

RATIONALE

- 1. Superior Greenstone District School Board is committed to the success of every student. A school is a place that promotes responsibility, respect, civility, and academic excellence in a safe, nurturing and welcoming learning environment. All members of the school community, especially people in positions of authority are treated with respect and dignity...
2. A positive school climate exists when all members of the community feel safe, comfortable and accepted. Staff, students, parents/guardians, school councils and community members work in a cooperative partnership and must share the responsibility for creating and maintaining such an environment that includes civic life of the school community.
3. The promotion of strategies and initiatives such as Student Success and character development, along with the employment of prevention and intervention strategies to address...
i. Effective schools support the development of a safe and positive school environment through leadership, school climate, high expectations for learning, instructional and curriculum focus, assessment and evaluation of student success, parent/ guardian/ community involvement, restorative means to resolve conflict and support and staff development.
ii. A positive school climate is a key component of prevention and must be modeled by everyone connected to the school and community creating a culture of respect and dignity. Responsibility for a safe learning environment must be assumed by all members of the school community.

- iii. Improving learning outcomes for all students; develop the skills needed for all students to be positive leaders and self-directed life-long learners.
- iv. The fair treatment of others, regardless of their race, ancestry, place of origin, ethnicity, colour, citizenship, religion/creed, gender expression, gender identity, sexual orientation, family status, marital status, or age, sex, ability and/or any other immutable characteristic or ground protected by the Human Rights Code is an expectation from all school members. Superior-Greenstone District School Board promotes inclusion for students experiencing barriers due to socio-economic status.

The Human Rights Code of Ontario has primacy over provincial legislation and school board policies and procedures such that the Education Act regulations, Ministry of Education PPM, and board policies are subject to, and shall be interpreted and applied in accordance with the Human Rights Code of Ontario.

Overall Expectations

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1.1 Purpose

- Ensures that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
- Promotes responsible citizenship by encouraging appropriate participation in the civic

- Seek assistance from a member of the school staff, if necessary, to resolve conflict

- model the standards of respect, civility, and responsible citizenship. This includes modeling appropriate use of personal mobile devices. Educators are not to use personal mobile devices during instructional time, unless explicitly for work-related purposes.

Students

It is expected that students:

- come to school prepared, on time, and ready to learn
- show respect for themselves, and for others, and for those in positions of authority
- contribute to creating learning environments that are safe, equitable, inclusive, and fair
- refrain from using any technology that may distract or disrupt learning

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that promotes an equitable, safe environment for all.

The Prevention component is guided by the following principles:

- Prevention is the most humane and efficient way to deal with violence, conflict, and acts of aggression,
- The board is committed to promoting appropriate methods of resolving conflict that are safe, culturally responsive (where applicable), and respect the rights of others (e.g. restorative practices, peer mentoring).

3.2 Bullying Prevention and Intervention

Bullying adversely affects healthy relationships and the school climate. Bullying adversely affects the school's ability to educate students and it adversely impacts the student's ability to learn.

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.

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Guidelines. To support students who have been suspended or suspended pending an expulsion hearing, Superior Greenstone DSB requires Principals to create a Student Action Plan for these students that can include an academic and/or non-academic component depending on the length of the suspension.