



# Administrative Procedure: Code of Conduct

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## 1.0 Introduction

- 1.1 The Superior North Catholic District School Board's Code of Conduct is based on our values and the expectations and values of the provincial Code of Conduct.
- 1.2 The Code of Conduct will reflect the values and mission of the Superior North Catholic District School Board. We value:
  - 1.2.1 the presence of God in each person;
  - 1.2.2 an inclusive Catholic culture that instills compassion;
  - 1.2.3 hope, integrity, faithfulness, respect and self-worth;
  - 1.2.4 Catholic-based spiritual development;
  - 1.2.5 and student success.

## 2.0 Purposes of the Code

- 2.1 Subsection 301(1) of Part XIII of the Education Act states that “the Minister may establish a code of conduct governing the behavior of all persons in schools”. Subsection 301(2) sets out the purposes of this provincial code of conduct, as follows:
- 2.1.1 To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
  - 2.1.2 To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
  - 2.1.3 To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
  - 2.1.4 To encourage the use of non-violent means to resolve conflict.
  - 2.1.5 To promote the safety of people in the schools.
  - 2.1.6 To prohibit the use of alcohol and illegal drugs.
  - 2.1.7 To prevent bullying in schools.

## 3.0 Roles & Responsibilities

- 3.1 **School Boards** provide direction to their schools to promote student achievement and well-being and to ensure accountability in the education system. It is the responsibility of school boards to:
- 3.1.1 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.
  - 3.1.2 Establish a process that clearly communicates the Provincial Code of Conduct and School Board Codes of Conduct to all parents and/or guardians, students, staff members, and members of the school community, in order to obtain their commitment and support.
  - 3.1.3 Review these policies regularly with those listed above and revise them as

necessary.

- 3.1.4 Seek input from school councils, their Catholic Parent Involvement Committee, their Special Education Advisory Committee, and Indigenous Education Advisory Council.
  - 3.1.5 Develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship and safety.
  - 3.1.6 Provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to promote student achievement and well-being in a safe, inclusive, and accepting learning environment.
  - 3.1.7 Collaborate to provide coordinated prevention and intervention programs and services, and should endeavour to share effective practices.
- 4.2 **Principals**, under the direction of their School Board, take a leadership role in the daily operation of a school. They provide this leadership by:
- 4.2.1 Demonstrating care for the school community and a commitment to student achievement and well-being in a safe teaching and learning environment.
  - 4.2.2 Holding everyone under their authority, accountable for their own behaviour and actions.
  - 4.2.3 Empowering students to be positive leaders in their school and community.
  - 4.2.4 Communicating regularly and meaningfully with all members of their school community.
- 4.3 **Teachers & Other School Staff Members**, under the leadership of their principal, maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff members uphold these high standards when they:
- 4.3.1 Help students work to their full potential and develop their self-worth;

- 4.3.2 empower students to be positive leaders in their classroom, school, and community;
  - 4.3.3 communicate regularly and meaningfully with parents and/or guardians;
  - 4.3.4 maintain consistent standards of behaviour for all students;
  - 4.3.5 demonstrate respect for all students, staff, parents and/or guardians, volunteers, and the members of the school community;
  - 4.3.6 prepare students for the full responsibilities of citizenship.
- 4.4 **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 students:
- 4.4.1 Come to school prepared, on time and ready to learn;
  - 4.4.2 show respect for themselves, for others and for those in positions of authority;
  - 4.4.3 refrain from bringing anything to school that may compromise the safety of others;
  - 4.4.4 follow the established rules and takes responsibility for his or her own action.
- 4.5 **Parents and/or Guardians** play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting and respectful learning environment for all students. Parents and/or guardians fulfill their role when they:
- 4.5.1 Are engaged in their child's school work and progress;
  - 4.5.2 communicate regularly with the school;
  - 4.5.3 ensure that their child attends school regularly and on time;
  - 4.5.4 promptly report to the school, their child's absence or late arrival;

- 4.5.5 become familiar with the provincial Code of Conduct, the board's Code of Conduct, and, if applicable, the school's code of conduct;
  - 4.5.6 encourage and assist their child in following the rules of behavior;
  - 4.5.7 assist school staff in dealing with disciplinary issues involving their child.
- 4.6 **Community Partners & The Police** are resources that boards can use to deliver prevention or intervention programs. The police play an essential role in making our schools and communities safer (Police & School Protocol ES 309 [Policy ES-309 Admin Procedure - ES 309](#) ).
- 4.7 **Senior Team & Trustees**, due to their influential positions within the school board, the senior team and trustees will role model the following when dealing with employees of the Board, students, parents and/or guardians and anyone affiliated with the Board and the community:
- 4.7.1 Honesty and integrity;
  - 4.7.2 respect and dignity;
  - 4.7.3 responsibility and fairness.

## 5.0 Standards of Behaviour

- 5.1 All members of the school community must:
- 5.1.1 Respect and comply with all applicable federal, provincial and municipal laws.
  - 5.1.2 Demonstrate honesty and integrity.
  - 5.1.3 Respect differences in people, their ideas and opinions.
  - 5.1.4 Treat one another with dignity and respect at all times, and especially when there is disagreement.
  - 5.1.5 Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family

status, or disability.

- 5.1.6 Respect the rights of others.
- 5.1.7 Show proper care and regard for school property and the property of others.
- 5.1.8 Take appropriate measures to help those in need.
- 5.1.9 Respect all members of the school community, especially persons in positions of authority.
- 5.1.10 ***Respect the need of others to work in an environment that is conducive to learning and teaching including by ensuring that personal mobile devices are only used during instructional time for the educational and other permitted purposes outlined on page 1 of PPM 128;***
- 5.1.11 seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully.

## 6.0 Safety

- 6.1 All members of the school community must not:
  - 6.1.1 Be in possession of any weapon, including firearms.
  - 6.1.2 Intentionally cause an injury to any person with an object.
  - 6.1.3 Use any words or object to threaten or intimidate another person.
  - 6.1.4 Be in possession of, or under the influence of, or provide others with, alcohol or illegal and illicit drugs.
  - 6.1.5 Inflict or encourage others to inflict bodily harm on another person.
  - 6.1.6 Engage in bullying behaviours (ie. verbal, social, physical, cyber).
  - 6.1.7 Commit any form of sexual assault.
  - 6.1.8 Traffic weapons or illegal and illicit drugs.

- 6.1.9 Give alcohol or cannabis to a minor.
- 6.1.10 Commit robbery.
- 6.1.11 Engage in hate propaganda and other forms of behaviour motivated by hate or bias.
- 6.1.12 Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.