



Safe & Caring Schools

PROCEDURE 2

Code of Conduct Guidelines & Template

Code of Conduct Guidelines

- 1.0. Individual schools are expected to practise Positive Behaviour Supports (PBS) as outlined in the Department of Education's Safe & Caring School's Policy, 2013.
- 2.0. Individual schools will develop a Code of Conduct, aligned with the provincial Code of Conduct template, including:
 - 2.1. Standards of Behaviour. (May also be referred to as behavioural expectations, behavioural matrix, etc.). Examples of behaviours are provided in the template.
 - 2.2. Proactive Strategies. Examples of strategies are provided in the template.
 - 2.3. Inappropriate Behaviours. (May also be referred to as a discipline plan). Examples of behaviours are provided in the template.
 - 2.4. Reactive Strategies. (May also be referred to as a consequence guide). Examples of strategies are provided in the template.
- 3.0. The Code of Conduct template is provided as a guide for schools. The information under each heading may be different in each school community. These differences will reflect the school's needs, population and community.
- 4.0. Standards of Behaviour
 - 4.1. Standards of Behaviour apply to all members of the school community, including students, parents and guardians, school staff, volunteers and visitors when:
 - 4.1.1. On school property.
 - 4.1.2. Traveling on a school bus that is under contract to the School and/or School Board.
 - 4.1.3. Participating in extra-curricular activities.
 - 4.1.4. Participating in off-site school-sponsored activities.
 - 4.1.5. Engaging in an activity which will have an impact on the school climate.
 - 4.2. Individual schools are encouraged to use their own words to indicate behavioural expectations.
 - 4.3. Individual schools may insert specific expectations and requirements in the Standards of Behaviour section, provided they are consistent with the provincial Code of Conduct template.
 - 4.4. The Standards of Behaviour may provide examples of what the expectations actually "look like" in the school community.

5.0. Proactive Strategies

Following the standards of behaviour does not always come naturally to individuals. Often a student's interpretation of an expectation may be different than the intent. As well, students will present with varying skill levels academically, socially and emotionally.

- 5.1. School personnel will discuss, teach, practise, model and acknowledge appropriate, expected student behaviour, on a regular basis.
- 5.2. The practice of SWPBS will enhance the effectiveness of these strategies.
- 5.3. School-based proactive strategies may intend to teach new skills and/or reinforce skills necessary to successfully meet behavioural expectations.

6.0. Inappropriate Behaviour

- 6.1. Individual schools may use their own terminology to identify inappropriate behaviours. This will identify what the Standards of Behaviour DO NOT look like. (Note that the Department of Education's definition of bullying should not be reworded or changed).
- 6.2. Inappropriate behaviours would include bullying and other forms of violence, as well as all other inappropriate student behaviours.
- 6.3. These behaviours may be organized into 2 or 3 groups or levels of inappropriate behaviour (Level 1, 2, 3; green, yellow, red; etc.).
- 6.4. The level of inappropriate behaviour will help school personnel determine the appropriate reactive strategy to be implemented.

7.0. Reactive Strategies

- 7.1. Individual schools will identify a range of interventions and supports to be utilized when inappropriate student behaviour occurs.
- 7.2. The range of supports and interventions should correspond with the levels of inappropriate behaviours identified by the school.
- 7.3. Reactive strategies should include learning opportunities in order to reinforce appropriate behaviour.
- 7.4. Progressive discipline and restorative practices, shifting the focus from one that is strictly punitive to one that is both corrective and supportive, should be employed.

Code of Conduct Template

[Name of school] is committed to providing a safe, caring and inclusive learning and working environment by promoting respect, responsible citizenship and academic excellence. A positive school climate exists when all members of the school community feel safe, comfortable and accepted.

The Standards of Behaviour outlined apply to all members of the school community, including students, parents and guardians, school staff, volunteers and visitors when:

- On school property.
- Traveling on a school bus that is under contract to the school and/or school board.
- Participating in extra-curricular activities.
- Participating in off-site school-sponsored activities.
- Engaging in an activity which will have an impact on the school climate.

A) Standards of Behaviour

All members of the school community are expected to:

- Respect and comply with federal, provincial and municipal laws.
- Demonstrate honesty and integrity.
- Respect the rights of others and treat one another with dignity and respect at all times, regardless of economic status, national or ethnic origin, religion, culture, body size, gender, sexual orientation, gender identity, age or ability.
- Show proper care and regard for school property and the property of others.
- Take appropriate measures to help those in need.
- Demonstrate best effort during all school-based activities.

B) Inappropriate Behaviours

In abiding by [Name of school] Standards of Behaviour, all members of the school community are expected to refrain from:

- Breaking federal, provincial or municipal laws.
- Any behaviour that discriminates based on economic status, national or ethnic origin, religion, culture, body size, gender, sexual orientation, gender identity, age or ability.
- Any violent or bullying behaviour (physical, verbal, social, electronic) that intentionally causes harm (physically, socially, or emotionally) to another person.
- Making derogatory or hateful comments toward an individual, group of people, idea, opinion or belief.
- Threatening an individual, group of people or property.
- Injuring an individual, group of people or property.
- Use of technology that intentionally abuses or bullies another person.
- Use of technology that interferes with the positive climate of the school.
- Using language that is violent, profane or discriminatory.
- Wearing clothes that depict violence, profanity or discrimination.
- Etc.

C) Proactive Strategies

Expected behaviours as identified in [Name of school] Standards of Behaviour will be encouraged and supported through the following school-wide practices:

- Behavioural expectations are discussed with all members of the school community during scheduled meetings.
- Standards of Behaviour for students are reviewed, practiced and discussed on a regularly scheduled basis and as needed.
- Standards of Behaviour are applied consistently by all staff.
- Students are offered choices with the resulting consequence of each choice, so that they can make an informed decision before acting.
- On-going modelling of appropriate behaviours by school staff.
- On-going acknowledgement by staff of appropriate student behaviours.
- Parents/guardians are contacted by teachers for feedback on student behaviour and accomplishments.
- Curricular and extra-curricular programs that promote social skill development are available. For example: an alternate program, peer mentoring, a Gay Straight Alliance, Roots of Empathy, arts and athletics, etc.
- Environmental and/or programming changes are considered.
- Teacher uses the pre-referral process to determine and/or meet a student's needs.
- Referral for assessment may be considered by the service delivery team.
- Referral for counselling.
- Referral to district staff or outside agencies.
- Consistent teacher documentation of inappropriate student behaviour.
- Focused support for small groups and individual students.
- Etc.

D) Reactive Strategies

In response to inappropriate student behaviour, teachers and administrators of [Name of school] shall utilize a Reactive Strategy, depending on:

- The level of the behaviour.
- Circumstances of the behaviour:
 - The other people involved (students/staff/etc.).
 - The environment.
 - Precipitating factors.
 - Special circumstances.
 - Etc.
- Past reactive strategies utilized for this student and the students resulting behaviour.
- The frequency of the behaviour.
- The student's exceptionality and/or Individual Education Plan (IEP).
- Etc.

Appropriate school response to Level 1 student behaviours (which are responded to by the teacher witnessing the behaviour):

<ul style="list-style-type: none">• Verbal reminders• Model expected behaviour• Re-teach the expected behaviour	<ul style="list-style-type: none">• Self-reflective exercise• Opportunity to make amends• Bullying intervention protocol
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- Offer choices and consequences of the choices
- Natural/logical consequences
- Skill building
- Home Contact
- Peer mentor
- Parents/school conference

Appropriate school response to student Level 2 behaviours (which are referred to the administration):

- Verbal reminders
- Model expected behaviour
- Re-teach the expected behaviours
- Offer choices and consequences of the choices
- Bullying intervention protocol
- Home contact
- Peer mentor
- Parent/school conference
- Skill building
- Natural/logical consequences
- Self-reflective exercise
- Opportunity to make amends
- Loss of privileges
- Monitor behaviours
- Mediation
- Restorative practices
- Restricted access to facilities/activities
- Behaviour contract
- Behaviour management plan
- Referral to school counsellor
- Pre-referral process
- Detention
- Police involvement
- In-school suspensions
- Out-of school suspension