



**DURHAM CATHOLIC
DISTRICT SCHOOL BOARD**
Learning and Living in Faith

POLICY – 610

Code of Conduct

Area: Student Conduct and Safety
Source: Superintendent of Education – Safe Schools

Approved: April 14, 2008
Revised: November 11, 2013 (Interim); May 12, 2014; November 5, 2018 (Interim);
May 6, 2019; October 7, 2019 (Interim); February 10, 2020; November 9,
2020 (Interim); May 10, 2021

1. Introduction

This policy identifies the Code of Conduct for the Durham Catholic District School Board (the “Board”) and provides direction to assist and ensure that every elementary and secondary school develops and maintains an approved Code of Conduct that communicates to all members of the school community acceptable behavioural expectations and consequences for infractions.

The Board and its schools focus on equity, inclusivity, prevention, early intervention and progressive discipline as the key to maintaining an inclusive and positive school environment in which students can reach their full potential.

2. Definitions

Adult Pupil (*Municipal Freedom of Information and Protection of Privacy Act*) – a student who has reached the age of 18, or is 16 or 17 and has withdrawn from parental control.

Employee (*Employment Standards Act*) – a person, including an officer of a corporation, who performs work for an employer for wages; a person who supplies services to an employer for wages; a person who receives training from a person who is an employer, as set out in subsection (2); or a person who is a homemaker; and includes a person who was an employee.

Bullying (*Education Act, RSO, 1990, c.E.2*) – means aggressive and typically repeated behaviour by a pupil where:

- a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:
 - i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - ii. creating a negative environment at a school for another individual, and
- b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education;
- c) bullying behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying (*PPM144 Bullying Prevention and Intervention*) – the act of engaging in bullying behaviours through electronic means such as social media platforms, email, text or direct messaging, digital gaming and/or communication applications.

eLearning (*Ontario Schools: Kindergarten to Grade 12, Policy and Program Requirements*) – refers to the use of the tools of the Provincial VLE (Virtual Learning Environment)/LMS (Learning Management System) when there is scheduled distance between the eLearning teacher and students and/or students and each other. Distance may be related to location (i.e. students from different locations enrol in one eLearning course) or time (i.e. students from one location enrol in one course but access it during different periods of the day).

Guardian (*Education Act*) – a person who has lawful custody of a child, other than the parent of the child.

Mitigating and Other Factors (*Ontario Regulation 472/07: Behaviour, Discipline and Safety of Pupils*):

- a) the student does not have the ability to control their behaviour;
- b) the student does not have the ability to understand the foreseeable consequences of their behaviour; or
- c) the continuing presence of the pupil in the school does not create an unacceptable risk to the safety of any person in the school.

Other Factors:

- a) the pupil's history;
- b) where a progressive discipline approach has been used with the pupil;

- c) whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of their race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
- d) how the suspension or expulsion would affect the pupil's ongoing education;
- e) the age of the pupil; or
- f) in the case of a pupil whom an individual education plan has been developed:
 - i. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan;
 - ii. whether appropriate individualized accommodation has been provided, and
 - iii. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

Progressive Discipline (*PPM 145 Progressive Discipline and Promoting Positive Student Behaviour*) – a whole-school approach that utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours.

3. Purpose

3.1 The purpose of the Board Code of Conduct Policy is:

- 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) require the use of non-violent means to resolve conflict;
- e) to promote the safety and well-being of people in the schools; and

4. Application / Scope

This policy is commensurate with the Education Act, the Provincial Code of Conduct, and the Board Student Discipline Policy. These policies set behavioural expectations for all person's behaviour on school property, while engaged in remote and online learning, during a school-related activity or event, and/or in circumstances where a behaviour has an impact on the school climate. This policy applies to every person involved in the school system.

5. Principles

5.1 The Board believes that:

- 5.1.1 the conduct within our school communities should be aligned with the faith traditions, beliefs and teachings of the Catholic Church, consistent with, the Board's Mission Statement, the Ontario Catholic Graduate Expectations and the requirements set forth by the Education Act and the applicable regulations;
- 5.1.2 all students, parents/guardians/caregivers and other members of the school community contribute to promoting a caring, safe, inclusive and accepting learning environment that supports student learning and success within a culture of high expectations for all;
- 5.1.3 each school community shall, in accordance with the Education Act and Regulations, establish a School Code of Conduct that sets 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 equitably promote and support respect, civility, responsible citizenship and safety;
- 5.1.4 the principal is in charge of the school and may, in consultation with the appropriate supervisory officer, take disciplinary action as outlined in the Education Act, Regulations and the Student Discipline policy and procedures;
- 5.1.5 all members of the school community have a responsibility to maintain an environment where conflicts are addressed with restorative practices in a manner characterized by respect and civility; and
- 5.1.6 the school community is comprised of students, parents/guardians/caregivers, educators, other staff members, volunteers and visitors and should be made aware of and adhere to the school code of conduct.

6. Requirements

- 6.1 The Director of Education, or designate, shall issue administrative procedures to support this policy and amend them thereafter as the need may arise.
- 6.2 The faith traditions, beliefs and teachings of the Catholic Church will be taken into account in interpretation and application of this policy and any subsequent procedures emanating from this policy.
- 6.3 When reviewing this policy, the Board will seek input from system advisory committees including, but not limited to, the Durham Catholic Parent Involvement Committee, the Special Education Advisory Committee and the Indigenous Advisory Circle.
- 6.4 The standards of behaviour in the Durham Catholic District School Board are consistent with the Provincial Code of Conduct.

- 6.5 In keeping with the Provincial Code of Conduct, the Standards of Behaviour in the Durham Catholic District School Board are itemized in AP610-1 Code of Conduct Administrative Procedure.
- 6.6 Commensurate with our Student Discipline Policy, when inappropriate behaviour occurs, schools are required to utilize a range of interventions. Interventions may include restorative practices, supports and consequences that are developmentally appropriate and include opportunities for students to learn from mistakes, with a focus on improving behaviour. In some circumstances, short-term suspension may be a useful tool. In the case of a serious incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline may be the response that is required.
- 6.7 Under the direction of the principal, schools will develop effective intervention strategies and respond to all infractions pending the results of a bias-aware investigation, related to the standards for respect, civility, responsible citizenship and safety.
- 6.8 Discretionary suspensions for behaviours listed in Subsection 306(1) of the Ontario Education Act are not applicable to students in Kindergarten to Grade 3. These behaviours should be addressed with the appropriate positive behaviour supports in the school setting.
- 6.9 Principals will provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.
- 6.10 Under the direction of the principal, schools will work collaboratively with the Durham Region Police Service, Region of Durham Health Department, coterminous Boards and other community agencies to provide coordinated prevention and intervention programs and services, and to share effective practices.
- 6.11 The Code of Conduct will be communicated to all students, parents or guardians, teachers, other staff members, volunteers and visitors annually using a variety of communication strategies.
- 6.12 This policy will be reviewed every three years.

7. Sources

- 7.1 Education Act
- 7.2 Accepting Schools Act, 2012
- 7.3 PPM 128 – Provincial Code of Conduct and School Board Code of Conduct
- 7.4 PPM 144 – Bullying Prevention and Intervention
- 7.5 PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour
- 7.6 Police/School Board Protocol, 2016
- 7.7 Ontario Human Rights Code

- 7.8 Supporting Bias Free Progressive Discipline in Schools, 2013
- 7.9 Bill 197 – COVID-19 Economic Recovery Act, 2020

8. Related Policies and Administrative Procedures

- 8.1 Code of Conduct Administrative Procedure (AP610-1)
- 8.2 Student Discipline Administrative Procedure (AP611-1)
- 8.3 Bullying Prevention and Intervention Administrative Procedure (AP612-1)