



**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; February 5, 2024; May 6, 2024

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 (*Education Act*) - Where by or under this Act any authority or right is vested in, or any obligation is imposed upon, or any reimbursement may be made to, a parent or guardian of a pupil, such authority, right, obligation or reimbursement shall be vested in or imposed upon or made, as the case may be,

(a) to the pupil, if he or she is 18 years old or older; and

(b) with respect to a pupil who is at least 16 years old but under 18 years old, to the pupil in such circumstances or for such purposes as may be prescribed by the regulations.

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 (*Education Act*) – For the purposes of the definition of “bullying” in subsection (1), bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals. 2012, c. 5, s. 1 (2).

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.

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

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;
- f) to discourage the use of alcohol, illegal drugs and, except by a medical cannabis user; and
- g) to prevent bullying in schools.

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, including but not limited to, PPM 128 The Provincial Code of Conduct and School Board Codes of Conduct, the Provincial Code of Conduct and the Board's Code of Conduct Policy (PO610) and its attendant administrative procedures;
- 5.1.2 all students/adult pupils, 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 enforce behavioural expectations in accordance with Part XIII the Education Act and Regulations and the Board's Student Discipline Policy and Procedure;

- 5.1.4 Under the Education Act and regulations made under the Act, Principals are responsible for school safety. The principal, or designate, may take disciplinary action as outlined in the Education Act, Regulations and the Student Discipline policy and procedures, and consulting where required, with the appropriate supervisory officer regarding issues of school safety;
- 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/adult pupils, parents/guardians/caregivers, educators, other staff members, Trustees, 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 students/adult pupils, teachers, principals, other staff of the board, volunteers working in the schools, parents of the students, school councils, and the public. They should also consult with their Special Education Advisory Committee, their Indigenous Education Advisory Council, social service agencies, mental health agencies, and other appropriate community partners. The Board may also choose to consult with the Parent Involvement Committee.
- 6.4 The standards of behaviour in the Durham Catholic District School Board are consistent with the Provincial Code of Conduct, PPM 128 The Provincial Code of Conduct and School Board Codes of Conduct and the Board's Code of Conduct Administrative Procedure (AP610).
- 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 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 \(AP612-1\)](#)