

ADMINISTRATIVE PROCEDURE – AP610-1

Code of Conduct

Area: Student Conduct and Safety
Policy Reference: Code of Conduct (PO610)

Approved: April 14, 2008
Revised: November 11, 2013 (I); May 12, 2014; November 5, 2018 (I); May 6, 2019; October 7, 2019 (I); June 8, 2020; September 25, 2026

1. Purpose

This administrative procedure establishes expectations for behaviour that promotes safe, inclusive, respectful, and caring learning and working environments. It supports the implementation of the Durham Catholic District School Board (the "Board") Code of Conduct and outlines requirements for each school to develop, implement, and maintain a school-level code of conduct that is consistent with applicable legislation, ministry requirements, and Board policy.

2. Definitions

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 (social media applications) 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).

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. Procedures

3.1 Each principal shall maintain a school code of conduct aligned with the Board code of conduct and the Provincial Code of Conduct.

3.2 Each school code of conduct must be reviewed at least every three years in consultation with the Catholic School Council and broader school community stakeholders.

3.3 The school code of conduct must identify:

- expected standards of behaviour for all members of the school community;
- areas and contexts where the standards apply (e.g., school property, school buses, online environments, school-related activities);
- a communication plan to ensure expectations are understood by students, staff, and families.

3.4 Communication Requirements

3.4.1 Principals shall communicate the school and Board codes of conduct annually to:

- students (e.g., online student agenda, assemblies, classroom instruction);
- staff (e.g., as part of the annual procedure review process);
- parents/guardians and the wider school community (e.g., emailed to parents/guardians);

- 3.4.2 Communication shall be provided in an accessible format and, where appropriate, in alternative languages consistent with the needs of the school community.

3.5 Standards of Behaviour

- 3.5.1 Staff and students shall adhere to the standards of respect, civility, responsible citizenship, and safety as outlined in the Board code of conduct. This includes:

- treating others with dignity and respect;
- respecting differences;
- ensuring behaviour supports a positive learning environment;
- respecting school property and the property of others.

- 3.5.2 Bullying, including cyberbullying, shall be reported and addressed according to the Bullying Prevention and Intervention Administrative Procedure (AP612-1).

- 3.5.3 Behaviours that compromise safety, such as violence, threats, harassment, hate or bias motivated conduct, possession/use of weapons, illegal drugs, alcohol, or nonmedical cannabis use, shall be addressed in accordance with the Student Discipline Administrative Procedure (AP611-1).

- 3.5.4 The use of personal mobile devices during instructional time shall follow the Board's Personal Mobile Device Use in Schools Administrative Procedure (AP610-3).

3.6 Roles and Responsibilities

3.6.1 Principals

a) Principals shall:

- lead implementation of the Board and school codes of conduct;
- use a culturally responsive and trauma-informed approach when addressing student behaviour;
- support staff in maintaining a positive, safe, and inclusive school climate;
- encourage the use of the Safe Schools Incident Reporting Form to report violations of the Board or school codes of conduct;
- engage parents/guardians and students in school climate initiatives.

3.6.2 Staff

a) Staff shall:

- model respectful and responsible behaviour;

- use a culturally responsive and trauma-informed approach when addressing student behaviour;
- communicate with parents as needed;
- support students in resolving conflict through non-violent and respectful means;
- use the Safe Schools Incident Reporting Form to report violations of the Board or school codes of conduct.

3.6.3 Students

a) Students shall:

- demonstrate respect for themselves, for others, and for rules;
- come prepared for learning and contribute positively to the school environment;
- avoid behaviours that compromise safety or well-being of others.

3.6.4 Parents/Guardians

a) Parents/guardians shall:

- support the school in maintaining a safe and respectful environment;
- communicate with the school regarding concerns or student needs;
- encourage their child to follow established behaviour expectations;
- follow the Board and school codes of conduct when on school premises or in public areas.

3.6.5 Community Partners and Police

- a) Police involvement shall follow the Police/School Board Protocol. Community agencies may assist in prevention and intervention programming.

4. Sources

- 4.1 [Accepting Schools Act](#)
- 4.2 [Education Act](#)
- 4.3 [Police/School Board Protocol](#)
- 4.4 [Policy/Program Memorandum 128: Provincial Code of Conduct and School Board Code of Conduct](#)
- 4.5 [Policy/Program Memorandum 144: Bullying Prevention and Intervention Policy](#)
- 4.6 [Policy/Program Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour Policy](#)

5. Appendices

Nil

6. Related Policies and Administrative Procedures

- 6.1 [Code of Conduct Policy \(PO610\)](#)
- 6.2 [Student Discipline Policy \(PO611\)](#)
- 6.3 [Student Discipline Administrative Procedure \(AP611-1\)](#)
- 6.4 [Bullying Prevention and Intervention Policy \(PO612\)](#)
- 6.5 [Bullying Prevention and Intervention Administrative Procedure \(AP612-1\)](#)