

# School Code of Conduct

At Fenelon Township Public School we strive to learn and practice the skills that will make us productive and successful citizens – at school and in our community.

We expect that staff and parents will model these skills.

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***We agree that all of the following are acceptable and expected behaviours.***

**All members of our school community** are expected to:

- ✓ Be honest and fair
- ✓ Show respect for people's differences and opinions
- ✓ Treat each other kindly- especially during disagreements
- ✓ Respect the rights of others
- ✓ Care for school property and the property of others
- ✓ Notice and help those in need
- ✓ Seek help from school staff if necessary to resolve conflicts
- ✓ Obey all laws
- ✓ Respect and obey persons in positions of authority
- ✓ Try to make the school a safe and healthy place
- ✓ Keep all language respectful and courteous
- ✓ Have good personal hygiene
- ✓ Wear clothes that are appropriate for school and in accordance to our School Dress Code
- ✓ Show verbal and physical self-control
- ✓ Use courteous and respectful words and actions with everybody
- ✓ Show respect for all school property

In addition, **all students** are expected to:

- ✓ Return school property on time and in reasonable condition
- ✓ Pay for school items that were lost or damaged
- ✓ Behave appropriately and safely on school buses
- ✓ Participate in class and complete assignments; complete tests and exams honestly
- ✓ Obey school staff including supply teachers, educational assistants, secretaries or custodians
- ✓ Attend school on time
- ✓ Follow all school policies and routines
- ✓ Follow all the classroom policies and routines set by teachers
- ✓ Avoid public arguing with staff about treatment that seems unfair. Instead, it is expected that the student will ask for a private talk with the teacher or school counsellor or administrator
- ✓ Accept discipline from staff that attempts to correct student behavioural mistakes
- ✓ Obey the board policy on use of Internet in schools
- ✓ Be responsible for personal electronic devices in the event of loss, theft or damage

- ✓ Be personally responsible for passwords – including Internet accessed by their passwords
- ✓ Be accountable for content of any memory storage devices (e.g., USB memory sticks). Staff members have the right to request to see the content.
- ✓ Alert a staff member if they know of harmful or harassment types of behaviours targeting any of their classmates via use of electronic devices or Internet sites
- ✓ Be accountable for off-school property use of Internet sites or electronic devices which may have a negative impact on the school environment

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 Certain behaviours are never acceptable in a safe and caring school community. (Mitigating circumstances will be considered.)

***We agree that all of the following are unacceptable and subject to corrective disciplinary measures by school staff in our school.***

**All members of TLDSB school communities**, including students, must not:

- ✗ Engage in bullying activity
- ✗ Commit sexual assault
- ✗ Be in possession of any weapon – including firearms
- ✗ Traffic weapons or illegal or restricted drugs
- ✗ Possess or be under the influence of, or, give to others – alcohol or illegal or restricted drugs
- ✗ Give alcohol to a minor
- ✗ Steal or commit robbery
- ✗ Cause injury to anyone or encourage others to do so
- ✗ Use a weapon to threaten or intimidate
- ✗ Cause injury to another with an object of any sort
- ✗ Promote hate propaganda or act in any way motivated by hate or bias
- ✗ Vandalize and cause damage to school property or property located on school grounds
- ✗ Cause a disturbance anywhere on school property which interrupts learning or school operations
- ✗ Use swear words or inappropriate language
- ✗ Use threatening words, gestures or physical assault against a person or their belongings
- ✗ Use displays of affection that are inappropriate for the school setting
- ✗ Harass by any means (verbal, physical, electronic device/Internet) any member of the school community
- ✗ Use drugs, alcohol or tobacco on school property or at school events
- ✗ Smoke or use any other tobacco product on school property, buses or events
- ✗ Have, use, sell or give alcohol, illegal drugs or restricted prescription drugs (sold illegally for non-medicinal purposes) on school buses, field trips, school property.
- ✗ Be on school property where the use of alcohol or illegal drugs is detectable
- ✗ Steal or vandalize the property of others
- ✗ Use camera capable electronic devices in areas others expect to be private (washrooms, change rooms) or where there is a known objection to taking pictures

If a student chooses not to follow the outlined expectations, progressive discipline, including consequences, will follow. The intention of consequences is to teach students appropriate behaviour and help them make better choices. Progressive discipline, counselling, and consequences demonstrate that we value a safe and caring school.

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## Progressive Discipline

We know that discipline is a training method that teaches students proper behaviour and corrects behaviour mistakes.

The progressive discipline approach requires staff to address inappropriate behaviour early and consistently. Documentation of Progressive Discipline is maintained in order to track progress.

TLDSB schools' progressive discipline philosophy includes the following:

- ✦ It is the goal of the staff to take into consideration the individual student and circumstances before making decisions about what type of discipline is most appropriate.
- ✦ While parental input is welcomed and considered, it is the responsibility of school staff and ultimately school administration to make final decisions about discipline.
- ✦ Progressive discipline will be used when any classroom or school rules and/or routines are violated.
- ✦ Progressive discipline will be used when student behaviour impacts negatively on the school climate of this school – even if that behaviour does not occur on school property.

The process of progressive discipline provides opportunities for students to change their behaviour before it becomes a significant concern. Typically behaviour requiring correction falls into four categories of discipline that are used progressively over time based on the frequency and severity of misbehaviours. Depending on the nature of the incident, students may enter the discipline cycle at different levels.

1. Student behaviour error is infrequent, minor, and not severe.
2. Chronic pattern is identified.
3. Severity and frequency identify a need for more long term and targeted intervention.
4. Severity and type of misbehaviour means consideration of suspension.

Consequences will focus on helping children to develop appropriate social skills, self-discipline and accepting responsibility for personal actions. Counselling is a regular part of the process of discussing behaviour and assessing appropriate consequences. A student will have the opportunity to explain the reason for behaviours that have been questioned or referred to the principal. School staff will provide a fair process in establishing the credibility of information. The age and grade level, and the previous record of conduct, will be considered when assessing appropriate disciplinary consequences. The usual range of consequences (not always in this particular order):

- ✦ counselling
- ✦ reprimand
- ✦ notification to parents
- ✦ corrective activity

- ↗ loss of privilege
- ↗ detention(s)
- ↗ restitution,
- ↗ involvement of community or school resources
- ↗ in-school suspension
- ↗ police contact
- ↗ reflective time out of school
- ↗ or discretionary or mandatory suspension/expulsion from school.

## Mitigating factors

Mitigating factors will be considered in reaching a decision regarding consequences for student behaviours. Mitigating factors are:

- ↗ The student does not have the ability to control his or her behaviour;
- ↗ The student does not have the ability to understand the foreseeable consequences of his or her behaviour;
- ↗ Despite either of the above being true, the student's continued presence in the school does not create an unacceptable risk to the safety of any person;
- ↗ The student's history;
- ↗ Whether a progressive discipline approach has been used with the student;
- ↗ Whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
- ↗ How the suspension or expulsion would affect the student's ongoing education.

**Use of discipline demonstrates that we value a safe and caring school.**

***In our school, this is the philosophy and plan for corrective and supportive discipline.***

- ↗ Discipline will be used when any classroom or school rules and/or routines are violated.
- ↗ Discipline will be used when student behaviour impacts negatively on the school climate of FTSP – even if that behaviour does not occur on school property (field trips, daily buses).
- ↗ It is the goal of the staff to take into consideration the individual student and circumstances before making decisions about what type of discipline is most appropriate.
- ↗ While parental input is welcomed and considered, it is the responsibility of school staff and ultimately the school administration to make final decisions about discipline.

***Fenelon Township Public School. has 4 levels of discipline that are used progressively over time based on the frequency and severity of misbehaviours. The degree of severity of the behaviour may warrant entry into a different level. It should also be noted that levels apply to all areas (e.g. yard/bus, etc.).***

**Level 1 – Used when student behaviour error is infrequent, minor and not severe**

Examples:

- *Warnings*
- *Detentions*
- *Logical Consequences (i.e.. parent contacts, healing of ruptured relationships, repayment of time, loss of privilege, withdrawal from class, restitution for damages)*

Level 2 – Used when a chronic pattern is identified. Use of restorative practices and/or further logical consequences may be used in the corrective plan

- *Analysis of the difficulty + corrective plan made by teacher/staff /student or*
- *Analysis of the difficulty+ corrective plan) made by teacher/parent/student or*
- *Analysis of the difficulty +corrective plan made by teacher/parent/support staff/administrator/student*

- NOTE: For some behaviours suspension may be considered while for other specific misbehaviours a suspension must be considered.

Level 3 – Used when severity and/or frequency identifies a need for more long term and targeted intervention.

- *Withdrawal of privilege(withdrawal from class)*
- *Significant restrictions/substitutions – (examples: class or school transfers, revised timetable, reduced levels of freedom/increased allocation for supervision, loss of privilege)*

Level 4 – Used when severity and type of misbehaviour means consideration of suspension.

See Boxed list below.

- *Consideration of suspension* (Progressive Discipline options from tiers 1,2, and 3 may be substituted)
- *Consideration of suspension pending expulsion* (Suspension may be substituted.)

## Suspension

As outlined in Bill 212, for specific misbehaviours, suspension **may or must** be considered.

Suspension for the following **may** be considered by Principal:

- Uttering threat to inflict serious bodily harm on another person
- Possessing alcohol or restricted drugs
- Being under influence of alcohol
- Swearing at a teacher or at another person in a position of authority
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school
- Bullying (repetitive behaviour injurious to the mental or physical well being of another person)
- Any act considered by the principal to be injurious to the moral tone of the school
- Any act considered by the principal to be injurious to the physical or mental well-being of any member of school community
- Any act considered by the principal to be contrary to Board or School Code of Conduct

## Suspensions Pending Expulsion

Suspension pending expulsion **must** be considered by Principal in the following cases:

- Possession of a weapon, including possessing a firearm

- Use of weapon to cause or threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by medical practitioner
- Committing sexual assault
- Trafficking in weapons or illegal or restricted drugs
- Committing robbery
- Giving alcohol or illegal/restricted drugs to minor
  
- An act considered by the Principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others
  - A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others
  - Activities engaged in by the pupil, on or off school property, that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board
  - Activities engaged in by the pupil on or off property that have caused extensive damage to the property of the Board or to goods that are/were on Board property
  - The pupil has demonstrated, through a pattern of behaviour, that s/he has not prospered by the instruction available to him or her and s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper.
- Any act considered by the Principal to be a serious violation of the Board or School Code of Conduct.
- Conduct which is so refractory as to demonstrate that the student is unwilling to respect or respond to authority and/or respect the rights or dignity of other school community members, despite having been given a reasonable opportunity to do so.