

SAFE AND CARING SCHOOLS



A tip sheet from the York Catholic District School Board

Code of Conduct - A Shared Responsibility

Policy statement

The Code of Conduct for the York Catholic District School Board governs the behaviour of all members of our learning community, thereby enabling schools and other Board locations to function as safe, comfortable, accepting learning and teaching environments.

The York Catholic District School Board believes that all members of our learning community have the right to a safe learning and teaching environment and that each person is responsible for creating and sustaining that environment. Respect for self and others, contributing to the common good, accepting accountability and responsibility for one's own actions, seeking and granting forgiveness, acting morally and legally as a person formed in the Catholic traditions, and the promotion of self-discipline are cornerstones of this belief.

Standards of Behaviour

Respect, civility and responsible citizenship means that all members of the school community must:

- Respect and comply with all applicable federal, provincial and municipal laws.
- Demonstrate honesty and integrity.
- Respect differences in people, their ideas and opinions.
- Treat one another with dignity and respect at all times and especially when there is disagreement.
- Respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability.
- Acknowledge and respect the rights of others.
- Show proper care and regard for school property and the property of others.
- Take appropriate measures to help those in need.
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully.
- Respect all members of the school community, especially persons in authority.
- Appreciate the need of others to work in an environment that is conducive to learning and teaching.
- Use appropriate language with all

community members, including students, teachings and persons in authority.

Who Shares the Responsibility?

A positive school climate exists when all members of staff, students and parents work together. Each partner has an important contribution to make.

The school's responsibility:

- Provide a climate that is committed to academic excellence in a safe teaching and learning environment. Foster open, honest communications with all members of the school community.
- Teach acceptance of and respect for others.
- Help students work to their full potential and develop their sense of self-worth.

The student's responsibility:

- Practice our Catholic Virtues - honesty and integrity.
- Show respect for self and others.
- Come to school prepared, on time and ready to learn.
- Exercise self-control and self-discipline.
- Treat others with respect, kindness and dignity.
- Follow the established rules.
- Show respect for school property.

The parent's/guardian's responsibility:

Parent(s)/guardian(s) play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parent(s)/guardian(s) fulfill their role when they:

- Show an active interest in their child's school work and progress.
- Communicate regularly with the school
- Help their child to be neat, appropriately dressed and prepared for school
- Ensure that their child attends school regularly and on time.
- Promptly report to the school their child's absence or late arrival.
- Show that they are familiar with the school's Code of Conduct and rules.
- Encourage and assist their child in following the rules of behaviour.
- Assist school staff in dealing with disciplinary issues involving their child.





York Catholic District School Board

Collaborative Learning Inspired by Jesus

The York Catholic District School Board supports the use of positive practices, as well as consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion, where necessary, to meet the goal of creating a safe, caring and accepting school environment.

Progressive discipline is a whole school approach that uses a continuum of interventions, supports and consequences that include learning opportunities for students in order to reinforce positive behaviours and helping students make good choices.

A progressive discipline approach includes:

- Early and ongoing intervention strategies.
- Addressing inappropriate behaviour.
- Opportunities for the student to learn from the choices made.
- Parental awareness and involvement.

The following actions are taken into consideration before any consequences are applied:

- Individual student and circumstances.
- Nature and severity of the behaviour.
- Mitigating factors.
- Impact on school climate.

The Board also supports the use of suspension and expulsion where a student has committed an infraction on school property, during a school-related activity or event and in circumstances that have an impact on the school climate.

Activities leading to a possible suspension:

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.
- 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 located at the pupil's school or property located on the premises of the pupil's school.
- Bullying - social, relational, physical, verbal or cyber.

- Being under the influence of alcohol/drugs.
- Any act considered to be injurious to the moral tone of the school.

Suspendable activities that may lead to a possible expulsion:

- Possessing a weapon, including possessing a firearm.
- Using a weapon to cause or to threaten bodily harm to another person.
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
- Committing sexual assault.
- Trafficking in weapons or in illegal drugs.
- Committing robbery.
- Giving alcohol to a minor.
- Any act considered to be significantly injurious to the moral tone of the school.



Each Case is Unique

Individualization of discipline means that "one size does not fit all" and that the principals, faculty and staff shall carefully consider the histories of the students involved before determining consequences and providing support(s). Particular attention shall be paid to the personal factors and circumstances around the incident. Parents will be

consulted, as required, to ensure full knowledge of the pupil's situation and to consult regarding the most appropriate disciplinary approach. A range of options shall be considered to address the behaviour and help students learn from their choices.

Mitigating Factors

The following factors must be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is suspended or expelled:

1. The pupil's ability to control his/her behaviour.
2. The pupil's ability to understand the foreseeable consequences of his/her behaviour.
3. Whether the pupil's ongoing presence create an unacceptable risk to the safety of any person.
4. The pupil's history.
5. Whether a progressive discipline approach has been used with the pupil.
6. Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil be cause of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
7. How the suspension or expulsion would affect the pupil's ongoing education.
8. The age of the pupil.
9. In the case of the pupil for whom an individual education plan (IEP) has been developed:
 - a. Whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan.
 - b. Whether appropriate individualized accommodation has been provided.
 - c. Whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

Contact Information

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