

**POLICY**

SECTION:	SCHOOL OPERATIONS	POLICY:	<b>G-8</b>
TOPIC:	<b>CODE OF STUDENT BEHAVIOUR</b>	PAGE:	1 of 3
		DATE:	January 2012
REVIEW	January 2017	REVISED:	

It shall be the policy of the District School Board of Niagara to support and encourage the staff, students and parents in developing a school environment which is conducive to effective learning and to attitudes of mutual respect and trust. This umbrella code of conduct is intended to provide direction to Principals as they develop a school code of conduct in consultation with parents, staff and students.

**ROLES AND RESPONSIBILITIES**

Students have the responsibility to learn and observe the rules of conduct and discipline. Each student is expected to contribute to the development of a positive school community which supports self discipline and a mutual regard for each other and personal property.

Parents/Guardians, as partners in the education of their children, have the responsibility to be aware of and understand the rules governing student behaviour in the school. It is expected that they will assist the school staff through their active participation in reinforcing, supporting and providing input to revisions for the school code of behaviour.

Support Staff have the responsibility to be aware of and understand the rules governing student behaviour in the school. They shall communicate and model the standards of behaviour. Support staff who work directly with students, must respond to incidents that may have a negative impact on school climate.

Teachers have the legal authority and the responsibility granted by the Acts and Regulations for the supervision and discipline of the students in the classroom and in other places where they are assigned by the Principal to be in charge of students. Teachers shall communicate, reinforce and model the standards of behaviour and provide input to revisions for the school code of behaviour.

Principals have the responsibility for maintaining an orderly atmosphere which is conducive to learning. Policies and procedures, in keeping with Ministry and Board Regulations, are to be made known to all teachers, support staff, students and parents/guardians. Such policies must emphasize consistency and fairness and be supported by school staff.

Superintendents of Schools have the responsibility to ensure that the Policies of the Board are administered in a fair and reasonable manner in the best interests of all members of the learning community. They must also work with the school in its attempt to maintain a positive learning environment.

The District School Board of Niagara has the responsibility for the effective application of Policy for codes of behaviour and discipline. Such a Policy should recognize the responsibilities and the rights of students, parents/guardians and staff. The Board will support Principals and staff in the implementation and application of such Policies.

**GENERAL POLICY**

It is the goal of the District School Board of Niagara that the discipline Policy in each school will assist the students in developing a sense of self-worth and self-control. Students who experience difficulty will be counselled by one or more of their teachers, the support staff and administration. All efforts will be made to resolve issues before they become serious problems. Parents will be involved, wherever possible and appropriate, in the school's efforts to guide and counsel their children.

Students, at all times, are expected to pursue their studies diligently, refrain from disruptive behaviour, and comply with the requests of District School Board of Niagara personnel. They are expected to exercise due consideration for the safety of themselves and others, and to exercise self discipline. Students are required to dress in a manner appropriate to the school environment, as outlined in the school's Code of Conduct.

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The Board expects all students to observe the Policies and routines of the school they attend, to respect school property and to care adequately for texts and other materials issued to them. If school property is lost or damaged, the student and/or parent may be asked to make restitution.

All students are expected to be courteous, co-operative and respectful in their interactions with other students, with faculty and with school support staff. They shall attend classes punctually and regularly. When a student is absent, the parents will communicate the reason to the school.

Inability or failure to meet these expectations will be dealt with by the staff, in consultation with the parents when appropriate. When unacceptable behaviour occurs, the student can expect a variety of corrective actions as listed in the chart below. The intensity of the corrective action will depend upon the severity and chronic nature of the problem. Each school will expand upon this Policy by developing Codes of Behaviour that include one or two specific examples of unacceptable behaviour and the sequence of likely consequences. The Board does not support the use of corporal punishment. **Definitions, listed in alphabetical order, of possible corrective actions are outlined below.**

<b>POSSIBLE CORRECTIVE ACTIONS</b>	
Controlled Supervised Timetable	Is a measure by which a student is assigned to a specified area, under supervision, for a designated period of time.
Detention	The student will be asked to compensate through the performance of a specific task or through the serving of a prescribed amount of time.
Expulsion	In certain cases, the Principal, in consultation with the appropriate Supervisory Officer and the Board Lawyer, may recommend to the Board's Discipline Committee that a student be expelled from one or all schools of the Board.
Interview	With teacher, Vice Principal or Principal. May be informal or formal, depending upon the circumstances. Purpose may be to enlighten, educate or warn the individual concerned.
Parental Involvement	May take the form of a phone call, an interview or a letter home.
Police Involvement	May involve the laying of appropriate charges. May involve police documenting the concerns, speaking with the student(s) and parent(s)/guardian(s) involved, and/or directing the parties to community supports.
Removal of Privileges	This consequence involves the removal of services/opportunities provided by the school or Board, including cafeteria services, bus transportation, parking and extracurricular activities.
Restitution	May take the form of work, remuneration or an apology, depending upon the behavioural problem.
Restrictions	May take the form of limitations relating to the use of school equipment, access to specific area(s) of the school premises, interactions with particular students, or participation in school events.
Suspension	Is the removal of the student from the school premises for up to twenty (20) days, or as modified upon appeal.
Withdrawal from School	Such action is normally taken after consultation with parents and/or Special Education staff.

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**COMMUNICATION WITH PARENTS/GUARDIANS**

The Principal shall annually notify all parents/guardians and students, in writing, of the school's code of student behaviour. These should be written in a direct, concise and easy to understand format.

References

Policy E-11: Equity and Inclusive Education Interim Policy

Policy G-5: Weapons

Policy G-7: Vandalism

Administrative Procedure 3-1: Safe Schools Plan

Administrative Procedure 3-4: Completion and Submission of Violent/Major Incident Forms

Administrative Procedure 3-8: Police Protocol and Emergency Preparedness Program

Administrative Procedure 3-36: Student Discipline

Administrative Procedure 7-1: Empowering Educators: The Legal Rights of Educators in Maintaining Order and Discipline