



Code of Conduct

Date Approved: 2015

Projected Review Date: 2019

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) recognizes that it is the responsibility of all individuals to contribute to a positive school climate. A Code of Conduct Policy provides all members of the school community with the right to be safe and to feel safe in their school community by establishing standards of behaviour consistent with the Provincial Code of Conduct. All members of the school community are expected to promote a positive school climate that is inclusive and accepting of all pupils, and that promotes the prevention of bullying.

GUIDING PRINCIPLES:

- Recognize that everyone has the right to be safe and to feel safe in their school community.
- The Standards of Behaviour, which include respect, civility, responsible citizenship and safety, apply to individuals involved in HWDSB.
- Relationships founded in mutual acceptance and inclusion, foster a culture of respect when modeled by all.
- Through a shared understanding of expectations for Standards of Behaviour, all stakeholders are expected to follow the Code of Conduct outlined in this policy.

INTENDED OUTCOMES:

Communication of the policy:

- promote a positive school climate
- promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
- promote the prevention of bullying in schools
- promote non-violent means to resolve conflict
- promote the safety of people in schools
- promote the prevention of bullying

Conflict Prevention:

- ensure that all members of the school community are treated with respect and dignity
- maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility

Professional Development:

- provide clear expectations of the standards of behaviour and applicable consequences if inappropriate behaviours exist.



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RESPONSIBILITY:

Director of Education
 Members of Executive Council
 School Administrators

TERMINOLOGY:

School climate: may be defined as the sum total of all of the personal relationships within a school. These relationships must be founded in mutual acceptance, inclusion, respect, responsibility and civility, and must be modeled by all. A positive school climate exists when all members of the school community feel safe, included and accepted, and actively promotes positive behaviours and interactions.

Respect, Civility and Responsible Citizenship: All members of the school community must recognize that a whole school approach is required, and that everyone including trustees, Board employees, students, parents/guardians, Home and School, School Council, visitors, volunteers, contractors, community members on school premises, while on school buses, at school related events or activities, or in any other circumstances that could have an impact on the climate of the school must:

- respect and comply with all applicable federal, provincial, and municipal laws
- respect and model HWDSB Character Education attributes and comply with the Equity Policy and other Board policies
- demonstrate honesty and integrity
- respect differences in people, their ideas, and their opinions
- treat one another with dignity and respect at all times, and especially when there is disagreement
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, creed, sex, gender identity, gender expression, marital status, family status or disability
- 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 positions of authority
- respect the need of others to work in an environment that is conducive to learning and teaching
- not swear at a teacher or at another person in a position of authority
- follow standards consistent with the Provincial Code of Conduct
- promote the prevention of bullying
- model appropriate behaviour



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Safety: No member of the school community must:

- engage in any bullying behaviours including the use of any physical, verbal, electronic, written, or other means of bullying
- engage in gender-based violence and incidents based on homophobia, transphobia or biphobia
- commit sexual assault
- traffic weapons or illegal drugs
- give drugs or alcohol to a minor
- commit robbery
- be in possession of any weapon, including firearms
- use any object to threaten or intimidate another person
- cause injury to any person with an object
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs
- inflict or encourage others to inflict bodily harm on another person
- engage in propaganda and other forms of behaviour motivated by hate or bias, and/or commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Violations of the Code of Conduct shall be addressed through other relevant Hamilton-Wentworth District School Board Policies and provincial legislation. In addition to this Code of Conduct, reference to these specific policies and legislation, including specific roles and responsibilities, is found in the Code of Conduct Policy Procedure (Section 4.0).

ACTION REQUIRED:

The Code of Conduct Policy applies to persons on school or Board property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on school climate. Any person who enters into an agreement, or uses school board property (third party), must follow standards consistent with the Provincial Code of Conduct and with HWDSB's Code of Conduct Policy. Principals have a legislated responsibility to maintain proper order and discipline of pupils in the school, and the organization and management of the school (Reg. 298.11 (1a, b)).

Under the leadership of the Principal, in conjunction with School Councils and the Safe and Accepting Schools Team, schools will develop a School Code of Conduct (see Section 6.0 of the Code of Conduct Policy Procedure) which reflects HWDSB and provincial Codes of Conduct governing the behaviour of all persons in the school.

HWSDDB and/or schools will develop communication strategies that will include, but are not limited to:

- developing protocols and partnership agreements to assist with the needs of students



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- providing opportunities for teachers (including guidance counselors), support staff, administrators, and trustees to participate in training on topics such as antiracism, antidiscrimination, and gender-based violence, and will provide information for students and parents to increase their knowledge and understanding of equity and inclusive education
- posting the Board Code of Conduct Policy on the Board website; and
- ensuring that parents, guardians, students, Parent Involvement Committee, Student Senate, Special Education Advisory Committee and other appropriate Board committees, and teaching and support staff are aware of the Code of Conduct Policy through school newsletters, student agendas, School Council meetings, Home and School Association meetings, publications, and staff meetings.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Communication of the Policy	<p>Regular communication with employees through staff meetings</p> <p>Review of the policy by department or school at the beginning of each school year.</p> <p>Review of the policy with School Councils, Home & School, and Student Senate annually</p> <p>Communicate to third parties, in rental agreements regarding school space, the need to follow standards consistent with the Provincial and Board Codes of Conduct.</p>
Conflict Prevention	Incorporate conflict resolution/management into leadership training.
Professional Development Programs	Establish and provide annual development programs for teachers and other staff.

REFERENCES:

Government Documents

Part XIII of the Education Act

Accepting Schools Act (Bill 13), 2012

Policy/Program Memorandum 128, (Dec. 5 2012)

An Act to Amend the Education Act (Progressive Discipline and School Safety), 2007 Ont Reg 472/07

Safe Schools: Creating a Positive School Climate



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Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline K-12
Ontario's Equity and Inclusive Education Strategy, 2009
Ontario First Nation, Metis and Inuit Education Policy Framework, 2007
English Language Learners: ESL and ELD Programs and Services, 2007
Trespass Act
Access to School Premises – Ontario Regulation 474/00
OCT Standards of Teaching
Ontario Human Rights Code
Ontario Criminal Code
Provincial Code of Conduct
All applicable curriculum guidelines

HWDSB Policies

21st Century Learning and Technology
Bullying Prevention and Intervention
Equity and Inclusive Education
Harassment
Procurement
Staff Progressive Discipline
Student Behaviour and Discipline
Trustee Code of Ethics
Use of Board Facilities