

# CODE OF CONDUCT

All members of the school community, including Trustees, Board employees, students, parents, School Council, visitors, volunteers, contractors, and 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 comply with all board policies. HWDSB policies are upheld by the school administration and staff. They are posted on the board website at [www.hwdsb.on.ca](http://www.hwdsb.on.ca)

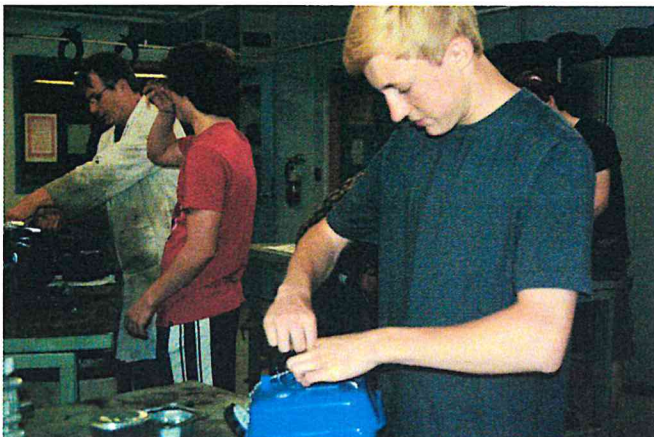


## ROLES AND RESPONSIBILITIES:

### ADMINISTRATION

Principals and Vice-Principals will hold everyone to the highest standard of respectful/responsible behaviour by:

- \* Demonstrating care and commitment to academic excellence in a safe teaching and learning environment;
- \* Holding everyone, under their authority, accountable for their behaviour and actions;
- \* Empowering students to be positive leaders in their school and community;
- \* Communicating regularly and meaningfully with all members of the school community;
- \* Modeling respect, responsibility, and civility, and ensuring these are taught as part of the curriculum;
- \* Maintaining consistent standards of behaviour for all students;



### TEACHERS AND STAFF

Teachers and staff will hold everyone to the highest standard of respectful/responsible behaviour by:

- \* Helping students work to their full potential and self-worth;
- \* Empowering students to be leaders in class, school, and community;
- \* Communicating regularly and meaningfully with families;
- \* Maintaining consistent standards of behaviour for all students;
- \* Demonstrating respect for all members of the school community;
- \* Preparing students for the full responsibilities of citizenship;
- \* Modeling the character attributes of the Hamilton-Wentworth District School Board.

### STUDENTS

Students demonstrate respect and responsibility when they:

- \* Come to school prepared, on time, and ready to learn;
- \* Show respect for themselves, others and those in authority;
- \* Refrain from bringing anything to school that may compromise the safety of self or others;
- \* Demonstrate responsibility for actions or behaviour off school property or outside of the school day that has an impact on the school climate;
- \* Follow the established rules and take responsibility for their own actions;
- \* Model the character attributes of the Hamilton-Wentworth District School Board;
- \* Demonstrate appropriate participation in the civic life of the community.

### PARENTS/Families

Parents/families support a safe and respectful learning environment when they:

- \* Show an active interest in their child's school work and progress;
- \* Communicate regularly with the school if/when concerns arise;
- \* Help their child 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;
- \* Become familiar with the Code of Conduct and school rules;
- \* Encourage and assist their child in following expectations for behaviour;
- \* Assist school staff in dealing with disciplinary issues involving their child.



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## PROGRESSIVE DISCIPLINE and PROMOTING POSITIVE STUDENT BEHAVIOUR

When addressing inappropriate student behaviour, disciplinary measures will be applied within a framework that shifts the focus from solely punitive to both corrective and supportive. WDHS will utilize a range of interventions, supports and consequences as well as opportunities for students to focus on improving behaviour. Progressive discipline and best practices for promoting positive behaviour, school climate and well-being for all, will be used by classroom teachers and administration.

### CONSEQUENCES

Responsible behaviour creates an environment which is conducive to effective learning and teaching. Misbehaviour carries consequences. A progressive series of consequences will be taken against individuals who intentionally engage in irresponsible or disrespectful behaviour and those whose actions cause harm. Consequences/interventions may include: counselling, detention, parental involvement, formal interview with a Vice Principal, withdrawal of specific privileges, financial or community service restitution, temporary withdrawal, behaviour or performance contract, suspension, referral to community agencies, and/or expulsion. Consequences will be appropriate to the infraction. When consequences are assigned, each case is considered individually and the following will be taken into consideration:

- \* Nature and severity of the behaviour;
- \* Impact on the school climate;
- \* For students with special education needs, disciplinary interventions, supports and consequences must be consistent with the student's strengths, needs, goals and expectations contained in the Individual Education Plan (IEP);
- \* Opportunities for the student to learn from the action;
- \* Appropriateness and availability of parental involvement in discussions concerning disciplinary action.

**Positive School Climate:** School climate is the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, respected and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to promote a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention and of inappropriate behaviour.

## SUSPENSION

A principal shall consider whether to suspend a pupil if he/she/they have reasonable grounds to believe that the pupil has engaged in any of the following activities while at school, at a school-related event, or in other circumstances where engaging in the activity will have an impact on the school climate:

### EDUCATION ACT

1. Uttering a threat to inflict serious bodily harm on another person
2. Possessing alcohol or illegal drugs
3. Being under the influence of alcohol
4. Swearing at a teacher or at another person in a position of authority
5. Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school
6. Bullying
7. Any other activity that is an activity for which a principal may suspend a student under a policy of the Board

### HWDSB—Revised May 2016

8. An activity in violation of the Equity Policy; E.g. racist, sexist, hate-motivated, trans or homo phobic or derogatory comments.
9. Violations of the Code of Conduct, school and Board policy, e.g. repeated disrespect of authority
10. Using social media in such a way that negatively impacts others or school climate.
11. Inappropriate behaviours including biting, spitting, kicking, etc.
12. Physical fighting and violence (not requiring medical treatment).
13. An act harmful to one's physical/mental wellbeing
14. Being under the influence of drugs.



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## EXPULSION

The principal will consult with School's Superintendent when considering expulsion and will issue a 20 day suspension pending expulsion while conducting an investigation.

A principal shall suspend a pupil if he or she has reasonable grounds to believe that the pupil has engaged in any of the following activities while at school, at a school-related activity or event, or in other circumstances where engaging in the activity will have an impact on the school climate.

### EDUCATION ACT

- Possessing a weapon, including possessing a firearm
- Using a weapon to cause or to threaten bodily harm to another person
- Committing sexual assault
- Trafficking in weapons or in illegal drugs
- Committing robbery
- Bullying (if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person)
- Any activity listed in Ed Act Subsection 306(1) that is motivated by bias,
- prejudice, or hate
- Giving alcohol to a minor
- Any other activity for which a student may be expelled under Board policy.

### HWDSB

- Violations of the Standards of
- Behaviour in the Code of Conduct eg. Repeated disrespect of authority
- Committing an act of vandalism that causes extensive damage to Board property.

Factors principals must consider prior to suspension or expulsion: In considering whether to suspend a pupil for engaging in an activity that may lead to suspension or expulsion, the following mitigating factors shall be taken into account by the Principal:

### MITIGATING FACTORS

- The pupil does not have the ability to control his or her behaviour
- The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour
- The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person

Other Mitigating Factors to be considered where the pupil is able to control his or her behaviour and is able to understand the foreseeable consequences of his/her behaviour, the principal will consider whether the following factors mitigate the length of the suspension and whether further investigation should be undertaken to recommend that the pupil be expelled:

- The pupil's history
- Whether a progressive discipline approach has been used with the pupil
- Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil 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 pupil's ongoing education
- The pupil's age

- Where in the case of a pupil for whom an Individual Education Plan (IEP) has been developed,
- Whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan
- Whether appropriate individualized accommodation has been provided; And
- Whether a suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour.

## EQUITY and INCLUSIVENESS POLICY

In the Hamilton-Wentworth district School Board we believe that all students can learn and our mission is to enable each and every student to learn effectively. All of our practices will adhere to the principals of:

### 1. Inclusive Curriculum and Assessment Practices

Waterdown DHS will implement an inclusive curriculum and will review resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize his or her learning potential.

### 2. Religious Accommodation

At Waterdown DHS we acknowledge each individual's right to follow or not to follow religious beliefs and practices free from discriminatory or harassing behaviour and are committed to taking all reasonable steps to provide religious accommodations to staff and students.

### 3. Accountability and Transparency

As a publicly funded education system, we will endeavor to provide ongoing communication with the whole school community with respect to school goals, progress, and school improvement planning.

### 4. Accessibility

In order to meet the physical requirements of students, staff and visitors to Waterdown DHS, we endeavor to make all areas of the school accessible.