BHNCDSB & St. Michael's Code of Conduct

WE ARE MANY, WE ARE ONE

"We, who are many, are one body in Christ, and individually we are members, one of another."
(Romans 12:5)

Our Brant Haldimand Norfolk District School Board Code of Conduct and St. Michael's Code of Conduct is shaped by the Ontario schools Code of Conduct (PPM 128) and promotes the values expressed in the Brant Haldimand Norfolk Catholic District School Board Student Behaviour, Discipline and Safety Policy (200.09). These standards of behaviour apply to all individuals involved in the Brant Haldimand Norfolk Catholic District school Board – students, parents, volunteers, teachers, and other staff members – whether on school property, on school buses, at school or board related events or activities, or in other circumstances (e.g. online interactions), that could have an impact on the school, school board climate and relationships.

We believe that all schools within the Brant Haldimand Norfolk District School Board and in our specific school, St. Michael's should be a safe, inclusive, accepting and respectful environment for all students, staff, and parents and therefore we will be responsible for actions that harm others. As a board and school community, we will work together to promote positive attitudes and behaviour towards each other and the school that respects our Ontario Catholic Graduate Expectations and our Gospel values.

St. Michael's along with the Brant Haldimand Norfolk Catholic District School Board, believes that a safe, inclusive, and accepting environment is accomplished when all community members:

- demonstrate the Gospel values of Jesus including love, reconciliation, hospitality, justice, peace, honesty, and integrity;
- respect the right and dignity of others regardless of their difference;
- respect the rights of others to work in an environment of teaching and learning;
- respect all people; including those in a position of authority;
- show proper care for school property and the property of others; and
- resolve conflict and/or harm in a peaceful, non-violent manner.

Purposes of the Provincial Code of Conduct (which supports School Board & School Code of Conduct) is:

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
3. To maintain an environment where conflict and/or harm and differences can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict and/or harm.
5. To promote the safety of people in the schools.
6. To discourage the use of alcohol and illegal drugs.
7. To prevent bullying in schools.

STANDARDS OF BEHAVIOUR (as found in Provincial Code of Conduct PPM 128)

Respect, Civility, and Responsible Citizenship

All members of the school community (principals/vice principals, teachers and other school staff, students, parents, volunteers, visitors, community partners …) must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity (including when online communication is taking place);
- respect differences in people, their ideas, their opinions, and their perspectives;
- treat one another with dignity and respect at all times, especially when there is a disagreement and/or difference in perspectives;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, 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 and repair harm peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in a community that is conducive to learning and teaching; including by ensuring that cellphones and other personal devices are only used during instructional time for educational purposes and/or to support special education needs.
- not swear at a teacher or at another person.

SAFETY

All members of the school community (principals/vice principals, teachers and other school staff, students, parents, volunteers, visitors, community partners …) must NOT:

- engage in any form of bullying behaviours; whether it is in person, writing, or through technology, like email or cell phones
- commit sexual assault;
- traffic weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of a 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/controlled drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and/or other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Equity and Inclusive Education

The Brant Haldimand Norfolk Catholic District School Board and St. Michael's recognize that all people are created equal, in the image of God, each with unique characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church's teachings, our schools provide in all its operations an educational environment which supports and celebrates the strength of diversity within our inclusive Catholic community.

Any form of social or cultural discrimination, or discrimination based on any of the protected grounds covered by the Ontario Human Rights Code is contradictory to our Catholic moral principles and is in violation of the Ontario Human Rights Code.

The Board and its staff are committed to the elimination of discrimination as outlined in Ontario's Equity and Inclusive Education Strategy.

ROLES AND RESPONSIBILITIES (as found in Provincial Code of Conduct PPM 128 and our School Board Code of Conduct)

Each member of the school community has specific roles and responsibilities in providing a safe, inclusive, and accepting environment, which promotes respect, civility, and academic excellence.

School Boards

School boards provide direction to their schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of school boards to:

- develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, principals/vice principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support;
- review these policies regularly with those listed above;
- seek input from school councils, their Parent Involvement Committees, and their Special Education Advisory Committee;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

Wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services and should endeavour to share effective practices.

Principals and Vice-Principals

Under the direction of their School Boards, principals and vice principals take a leadership role in the daily operation of a school. Leadership is provided by:

- supporting the mission and spiritual theme of the Brant Haldimand Norfolk Catholic District School Board;
- demonstrating care for the school community and a commitment to Gospel values and academic excellence in a safe, inclusive, and accepting teaching & learning environment;
- holding everyone accountable for their behaviour and actions;
- empowering students to be positive leaders in their school, parish and community as outlined in the Ontario Catholic Graduate Expectations;
- developing relationships with ourselves and God;
- Communicating regularly and meaningfully with all members of their school community.

Teachers and Other School Staff Members

As role models of Gospel values, and under the leadership of their principal/vice principal, teachers and other school staff members help to maintain order in the school and are expected to hold everyone to the highest standard of respect and responsible behaviour. Teachers and all school staff uphold these high standards by:

- Supporting the mission and spiritual theme of the Brant Haldimand Norfolk Catholic District School Board;
- Helping students work to their full potential and develop their sense of self-worth;
- Empowering students to be positive leaders in their classrooms, school, parish, and community;
- Communicating regularly and meaningfully with parents/guardians;
- Maintaining consistent standards of behaviour for all students;

- Demonstrating respect for all students, staff, parents, volunteers, and members of the parish and school community;
- Preparing students for the full responsibilities of citizenship as outlined in the Ontario Catholic School Graduate Expectations.

Students

Students are to be treated with respect and dignity. In return, students must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. In keeping with our Catholic values, respect and responsibility are demonstrated when students:

- Fulfill the Ontario Catholic School Graduate Expectations and live the Gospel message;
- Come to school prepared, on time, and ready to learn;
- Show respect for themselves and for others;
- Show respect for school property;
- comply with the school's dress code/uniform policy
- Refrains from bringing anything to school that may compromise the safety of others;
- Follow the established rules and takes responsibility for their actions and to repair harm.

Parent(s)/Guardian(s)

As primary educators, parents/guardians play an important role in the education of their children and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents/guardians fulfill their role when they:

- Teach and model Catholic faith and values in their homes;
- Support the mission of St. Michael's, along with the Brant Haldimand Norfolk Catholic District School Board;
- Show an active interest in their child's schoolwork and progress;
- Communicate regularly with the school;
- 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;
- Show that they are familiar with the provincial code of conduct, Board's code of conduct, & school rules;
- Encourage and assist their child in following the rules of behaviour;
- Assist school staff in dealing with disciplinary issues involving their child.

Volunteers/Visitors/Community Partners (e.g. community/outside agencies, police…)

All volunteers, visitors, and community partners who come to the school or participate on school/board events and trips, are reminded that, as with all other members of the school community (teachers, staff, students, parents, …), they are expected to uphold the Code of Conduct for St. Michael's and the Brant Haldimand Norfolk Catholic District School Board.

All volunteers, visitors, community partners must sign in at the school office and are reminded once again that they are visitors within the school setting and should serve a meaningful purpose while at the school and permission to be at the school is at the discretion of the principal/vice-principal.

Community partners play an essential role in making schools and communities safer. St. Michael's will seek to use community agencies as resources to deliver prevention or intervention programs and when necessary, contact will be made to the appropriate community agencies to support students and families in need of additional support. All community agencies will shape their work with us out of respect for our Catholic identity and Gospel values.

Police also play an essential role in making our schools and communities safer and may be called upon to investigate incidents in accordance with the Police Protocol co-developed with the Brant Haldimand Norfolk Catholic District School Board.

For more information to Board Policy around your role as a volunteer, visitor, or community partner at/ St. Michael's as part of the BHNCDSB, please refer to the appropriate links provided below:

Police Records Checks:
http://www.bhncdsb.ca/sites/content/files/resources/300.15%20Police%20Records%20Checks%20Policy%20and%20AP.pdf

Volunteers http://www.bhncdsb.ca/sites/content/files/resources/300.12%20Volunteers%20Policy%20and%20AP.pdf

Establishing working relationships with third Party Community Members
http://www.bhncdsb.ca/sites/content/files/resources/400.36%20Establishing_Working_Relationships_Third_Party%20AP.pdf

PROGRESSIVE DISCIPLINE (adapted from BHNCDSB Board Policy 200.09)

Progressive Discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. In everything that we do in the Brant Haldimand Norfolk Catholic District School Board and St. Michael's, we are led by our Faith and a conscious effort to model the Beatitudes while responding as a caring Catholic community. It includes a response to misbehaviour which shifts the focus from punitive to corrective and supportive. It also includes a range of responses that include learning opportunities for reinforcing positive behaviour while helping students make good choices in the future. Restorative questions utilized in the event someone has harmed include:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right? © IRP Graduate School

For pupils with special education and/or disability related needs, interventions, supports and consequences will be consistent with the expectations in the students' individual education plan (IEP) and /or his/her demonstrated abilities. The principal/vice-principal will also take into consideration all mitigating factors as required by the Education Act.

In some circumstances, positive practices and progressive discipline might not be effective or sufficient in addressing inappropriate student behaviour. In such circumstances, the Board supports the use of progressive discipline consequences up to and including suspension, or expulsion from all schools of the Board (as per the Education Act sections 306 and 310 and reflective of Ontario Regulation 440/20 regarding the Suspension of Elementary School Pupils). More detail can be found within the Brant Haldimand Norfolk Catholic District School Board: Student Behaviour, Discipline & Safety Policy 200.09.

Range of Responses:

- Verbal/non-verbal messages from teacher or adult in authority
- Re-location within the classroom or learning environment
- Private conversations with student, to help student to reflect, to develop alternative behaviours
- Collaboration with parent or guardian
- Loss of privileges
- Collaboration with other school personnel (school SERT, support agencies)
- Peer mediation

- Restorative practices or community services
- Suspension (principal/vice principal shall consider mitigating circumstances as per Board Policy 200.9)
- Expulsion (principal/vice principal shall consider mitigating circumstances as per Board Policy 200.9).

On an annual basis, the principal will review the School Code of Conduct for St. Michael's with staff members. Annually, the Code of Conduct will be communicated to parents/guardians, students, and staff. All staff in dealing with incidents of student misbehaviour; will act in accordance with the definition of progressive discipline and its range of responses. As a staff, we believe that home and school must share the responsibility for teaching and supporting our young students/adults.

The Brant Haldimand Norfolk Catholic District School Board Code of Conduct: http://www.bhncdsb.ca/sites/content/files/resources/Appendix%20A%20-%20District%20Code%20of%20Conduct.pdf

The Provincial Code of Conduct: http://edu.gov.on.ca/extra/eng/ppm/ppm-128-nov-2019.pdf

Parent's Guide to the Provincial Code of Conduct:http://www.edu.gov.on.ca/eng/safeschools/parent-guide-code-conduct.pdf

Ontario Regulation 440/20 Suspension of Elementary School Pupils: https://www.ontario.ca/laws/regulation/200440