

Code of Conduct

At Ochre Park School we are committed to creating a safe, caring and respectful learning environment for our students. We believe in equity, celebrating diversity, encouraging inclusion and supporting the human rights of all the children we serve.

To this end, we have established clearly defined codes of conduct for all students; all students shall comply with our school rules (Education Act, Section 3). These codes are aligned with Sturgeon Public School Division policies and are reviewed regularly with students in class, revisited at assemblies, printed in students' agendas, and posted on our website.

Sturgeon Public School Division Policy

1.0 POLICY

1.1 The Board requires students to attend school regularly, to be punctual, to be clean and tidy in person, to be diligent in studies, kind and courteous to classmates, respectful to teachers and to conform to the rules of the school.

In the Sturgeon Public School Division, all members of our school community are expected to promote and demonstrate respect, civility, and responsible citizenship.

With these goals in mind, at Ochre Park School, we are all leaders. As so, everyone must:

- Demonstrate honesty and integrity;
- Respect differences in people, ideas and opinions;
- Acknowledge the right of everyone to be treated with dignity, at all times;
- Take appropriate measures to help those in need;
- Include others;
- Use non-violent means to resolve conflict;
- Honour the role(s) of persons in positions of authority
- Show care and regard for school property and property of others;
- Comply with all applicable federal, provincial and municipal laws.

In our school, we are all models of leadership. We teach and learn by example, maintain proper decorum and demonstrate professionalism in all of our interactions.

References

[Board Policy 900 – Student Conduct and Discipline](#)

[Board Policy 120 – Harassment Policy](#)

[AP 901 – Student Conduct](#)

[AP 905 – Student Attendance at School](#)

[Education Act: Sections 31 - 37, 196, 197, 257](#)

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2.0 HOME-SCHOOL PARTNERSHIP

The behavioral and academic success of students in their schooling depends on the cooperation, trust, active support, and common vision of students, families and school staff. This policy is intended to remind the 'partners in education' of their respective roles and expectations in creating conditions that will ensure students' success.

2.1 The Role of Staff

To create conditions for success at school for all students, the staff at Ochre Park School will:

- Teach in ways that meet the learning and behavioral needs of students in their classes;
- Monitor the behavior and progress of students;
- Intervene in a caring, discreet and fair manner, and implement the procedures of addressing behaviour issues or concerns in a timely and consistent manner. This may involve the Administration, Teaching Staff, Counsellor, or other staff members as required.

2.2 The Role of Parents/Guardians

To work with school staff in creating the conditions for the child's success, parents/guardians are asked to:

- Review and discuss behavioral expectations at home with the child;
- Be available to take a call from a staff member during the school day;
- Attend meetings at school as soon as possible if strategies tried at school have not been successful;
- Identify strategies that may help the child make appropriate choices in keeping with this policy;
- Communicate with staff in a manner that is respectful to all members of the school community;
- Work cooperatively with school staff to resolve any behavioral or emotional issues that may arise (example: seek additional assistance from outside agencies);
- Ensure their child(ren) arrive at school punctually with the necessary supplies and attend regularly;
- Inform the school of changes/events that may affect their child's academic, physical, social or emotional health.

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2.3 The Role of Students

To create conditions for success at school, students will:

- Be at school on time and attend regularly;
- Listen, learn, practice and be actively involved in class activities;
- Complete school assignments to the best of their ability;
- Behave in a manner that allows teachers to teach and students to learn;
- Act in a manner that will not cause harm to the body, feelings and property of others;
- Include others;
- Follow directions.

It is expected that students will adhere to these expectations on curricular and extracurricular field trips.

3.0 CONSEQUENCES OF NOT MEETING BEHAVIOURAL EXPECTATIONS

3.1 Staff will investigate inappropriate behavior consistently and in a timely manner. Staff maintain a corrective philosophy when applying consequences to help guide our students through good decision making. We avoid using punitive measures. The following consequences are not sequential, automatic or exhaustive. They are, however, the usual course of action:

- Social Skill Instruction and Practice;
- Counselling;
- Time Out;
- Playground Restrictions (walking with supervisor / standing by the wall);
- Recess Detention;
- Teacher/ Parent Contact;
- Behaviour Contract Development;
- Temporary Suspension of Student from Class or School;
- Assignment of Designated Tasks.

3.2 Major Misconduct

The following are examples of major misconduct:

- Bullying

- Repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress, including psychological harm or harm to an individual's reputation. This includes interpersonal interactions, written, and digital communication (cyber bullying).

- Damage of Property

- Willful destruction of school property or another person's property.

- Stealing

- Taking another person's belongings without permission.

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- Defiance • Refusal to comply with the adult in charge.
 - Not reporting to a person in charge after witnessing an inappropriate action.
 - Rudeness directed to an adult in the school or during a school activity.
 - Failure to be in class without a valid reason.
 - Lying.

- Discrimination
 - negative differential treatment of a person or group on the basis of race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, sexual orientation, gender identity or gender expression.

- Emotional Abuse
 - Harassment, any sexual or abusive language or actions, including gossip, that are directed at another person that is offensive to that person.

- Physical Abuse
 - Fighting, including all forms of play fighting.
 - A deliberate attempt to injure or hurt another person.

- Pattern of Misconduct
 - Willfully and repeatedly not meeting student expectations.
 - Engaging in prohibited activities.

- Use of Illegal Substances
 - Use of tobacco, alcohol, illegal drugs and inhalants, criminal activities and possession or use of weapons.

Please note: Students at this age who may bring these kinds of things to school, or may be under the influence of banned substances, will be made aware of the severity of the offense. At the discretion of the Principal and the Counsellor, it will be deemed if there is need for one or more of the following:

- (i) Counselling in school or with an outside agency
- (ii) In or out of school suspension or possible expulsion
- (iii) Contact with Child and Family Services

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3.3 Consequences for Major Misconduct

Staff will investigate inappropriate behavior consistently and in a timely manner. In all instances, student and parent/guardian confidentiality will be maintained by staff. In all cases of major misconduct, documentation will be kept.

The following consequences are not sequential or automatic and may be used in combination:

- **School/Student/Parent Conference**
 - Meeting of all stakeholders involved in the child's education is called to discuss and plan appropriate interventions. A contract may be developed at this time. A behaviour contract will clearly outline the expected behaviour and specific consequences.
- **In-School Suspension**
 - The student remains in school. All privileges are suspended, regular classes are not attended and the student works in an assigned room. The student will be provided materials and assignments with the expectation that these will be completed appropriately.
- **Out of School Suspension**
 - This is a formal disciplinary action for dealing with extremely disrespectful, disruptive, or dangerous behaviour as well as consistent on-going inappropriate behaviours. Out of school suspensions are short term exclusions from attending school for one to five days. Administration will phone the parent/guardian informing them of the suspension. This is followed by a letter to the parent and Superintendent of Schools. A copy is placed in the student's cumulative file.
- **Restrictions from Curricular and Extracurricular Activities**
 - Students who do not demonstrate appropriate behaviour may not be able to participate in these activities.
- **Restricted Privileges**
 - Student's ability to move around the school in contact with other students is restricted for a defined time period.
- **Financial Restitution**
 - Intentional defacing or damage to the school or other's property may result in financial restitution and/or police involvement.
- **Involvement of Community Agencies**
 - Primary responsibility for student conduct is that of schools however Police and/or other agency involvement can be helpful at times. Police and involvement from other community agencies are at the discretion of the school.

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- **Additional Interventions**

- Should inappropriate behaviour continue, each child will be treated on an individual basis in consultation with school staff and parents/guardians. Some children may require additional support. The school may recommend other professional help and parents/guardians may also request information about available community services.

- **Student Restraint**

- For the protection of staff and students in the school and to prevent potentially violent behaviours, school staff may, in specific circumstances, be required to use reasonable measures to manage a student who is a detriment to the safety of themselves or others.
- The Division shall ensure that some individuals in all schools have access to ongoing training in Non-Violent Crisis Intervention training and/or Therapeutic Crisis Intervention Training. Certain identified students may require Individual Program Plans or Student Behaviour Plans that incorporate the use of physical restraint. With such students, planned physical restraint shall be used only in the best interests of the student and with appropriate communication between the student, his or her parents/guardians and the school staff.