

Plattsville and District Public School

Code of Conduct

We are committed to helping students develop into positive, healthy, contributing citizens. This is accomplished through promoting accountability and responsibility for individual's actions. Conflict can often be resolved through effective conversation and communication. Sometimes, however, this approach is not sufficient and progressive discipline is utilized. The progressive discipline approach aims to educate on an issue and to restore relationships as the primary objective of any consequence for inappropriate behaviour.

Progressive Discipline

Ontario's approach to making schools safer involves progressive discipline. This involves the whole school and combines discipline with opportunities for students to continue their education. Students will also have more opportunities to learn from the choices they make. Progressive discipline promotes positive student behaviour. It also enables the principal to choose the consequences that are appropriate to the student's needs and behaviour.

Principals and Vice Principals are tasked with keeping a safe school environment. Both Principals and Vice Principals are granted the authority to suspend students from school. To learn more about the suspension process click here: [Suspensions: What you need to know](#).

When addressing student behaviours, all educators in the building are expected to act in loco parentis, Latin for "in the place of a parent" which is the legal responsibility of an educator to take on some of the functions and responsibilities of a parent. Educators are expected to maintain a calm, comfortable, and safe learning environment, using their classroom expectations as a guide, and employing their skills in classroom management. The majority of behavioural infractions can be resolved at the classroom level between the Educator and student(s) and may also involve Parent(s). As with all discipline, when dealing with lesser behavioural infractions, Educators will seek to use the opportunity to correct negative behaviour with positive behaviour apply a restorative approach to discipline.

Ministry of Education guidelines must be adhered to for every suspension, including:

The principal will consider suspension if students have engaged in any of the activities listed below. They include:

- uttering a threat to inflict serious bodily harm on another person;
- possessing alcohol or illegal drugs; or unless the pupil is a medical cannabis user
- being under the influence of alcohol; or unless the pupil is a medical cannabis user
- swearing at a teacher or at another person in a position of authority;
- 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;
- bullying;
- persistent opposition to authority;
- use of profane or improper language;
- engaging in any act considered by the principal to be injurious to the moral tone of the school;
- engaging in any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community;
- engaging in any act considered by the principal to be contrary to the Board or school Code of Conduct or the Board's Safe Schools Policies and Procedures.

Following the progressive discipline model, mitigating and aggravating factors are taken into consideration when deciding if a suspension is the appropriate course of action. In other words, each situation will be evaluated on a case by case basis.

When addressing potential bullying situations, the following Ministry of Education definition of bullying will be used:

For the purposes of policies on bullying prevention and intervention, school boards must use the following definition of bullying, given in subsection 1(1) of the Education Act: "bullying" means aggressive and typically repeated behaviour by a pupil where, (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of, (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or (ii) creating a negative environment at a school for another individual, and (b) the behaviour occurs in a context where there is a real or

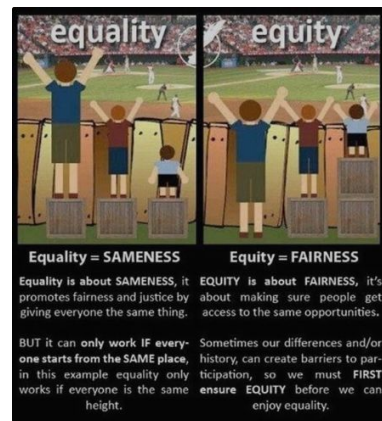
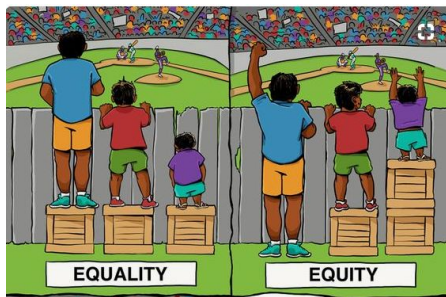
perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; Bullying (1.0.0.1) For the purposes of the definition of “bullying” in subsection (1), behaviour includes the use of any physical, verbal, electronic, written or other means. Cyber-bullying (1.0.0.2) For the purposes of the definition of “bullying” in subsection (1), bullying includes bullying by electronic means (commonly known as cyber-bullying), including, (a) creating a web page or a blog in which the creator assumes the identity of another person; (b) impersonating another person as the author of content or messages posted on the internet; and (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals. Aggressive behaviour may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal, and social. If aggressive behaviour is physical, it may include hitting, pushing, slapping, and tripping. If it is verbal, it may include name calling, mocking, insults, threats, and sexist, racist, homophobic, or transphobic comments. If it is social, or relational, aggression, it is more subtle and may involve such behaviours as gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring. Social aggression may also occur through the use of technology (e.g., spreading rumours, images, or hurtful Ministry of Education Policy/Program Memorandum No. 144 6 comments through the use of e-mail, cell phones, text messaging, websites, social networking, or other technology). Harm, as used in this memorandum, means harm that can be experienced in a number of ways, including physical, mental, emotional, and psychological. In the course of a day, there are many “teachable moments” when issues appear to arise. Prompt intervention with a few moments of coaching and support at these critical times can help all children and youth, including those who may be at risk, to develop the skills and understanding that they need to maintain positive relationships with others. Such interactions that students have with their teachers, other school staff, and fellow students, as well as with principals, vice-principals, their parents, and others, can be used to help them improve their social skills.

In any and all situations involving students and discipline, staff will strictly adhere to Freedom of Information and Protection of Privacy Act which means that consequences can only be shared with parents about their own child.

Plattsville and District Public School has 3 commitments which act as the guiding principles of expectation and conduct for all members of the school community. These 3 commitments provide the foundational expectations and norms specific to classrooms, hallways, the yard, on buses and in any other location during the school day.

Equity is not the same as Equality

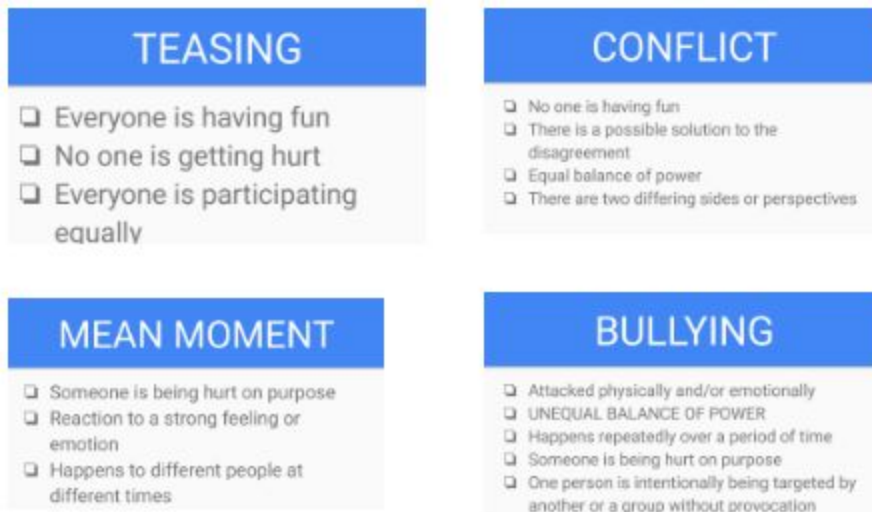
At our school fairness is that everyone gets what they need; it is NOT that everyone gets the same. The following examples model our value on equity and our approach that equity is NOT equality.



Happiness is the ability to deal with problems, not the absence of problems.

Conflict is a natural and normal part of growing up and life in general. Here at Plattsville DPS, we witness conflict everyday. Conflict is very different from bullying. Below is a graphic which explains the difference between bullying, conflict, teasing and mean moments. Mean moments, conflict and teasing are much more common than bullying. We are working to develop this language with our students. By more accurately identifying the nature of the difficult situation, students are better able to identify their role and seek to find a solution that better addresses the issue. It is important that we recognize that students come to school with a range of experiences and that sometimes, they are just having a bad day. These bad days may translate into acting in socially inappropriate ways. As a staff, we recognize the importance of helping students to navigate difficult social situations. We will work to address issues as they arise. The nature of the difficulty does dictate how the situation is handled, so at times a conversation may be necessary while consequences may be appropriate for other situations.

As a staff, we recognize that it is challenging and stressful for students to have to deal with difficult social situations. However, by helping them to develop their skill set and empowering them to navigate these situations, we are building their resilience and preparing them for the challenges of their future.



We are children AND humans.

Childhood is an opportunity to learn and grow whereby mistakes are expected, encouraged. They provide the foundation for learning. For some individuals,

countless mistakes are needed to learn what may seem like a basic concept. For many children who are working to learn about themselves, self regulation is often difficult. Sometimes this means that they may lash out at their peers with words or actions. It is important that we hold children to a different standard than we hold adults to. It is crucial to teach our children that others may be having a hard time and not necessarily giving us a hard time.

It is important that we recognize that although it may not appear so, our school community is quite diverse. At our school, we have a large number of students with 'invisible' disabilities such as learning disabilities, developmental disabilities and diagnosed social needs. Students with these types of 'invisible' disabilities struggle not only in the classroom but in social situations as well. Developing a sense of empathy, compassion and understanding in our school community will help to make all students feel welcomed, honored and accepted both in and out of school.

Assembly Behaviour Expectations:

Self-regulation is expected at all times, including during assemblies. Specific expectations include but are not limited to:

- Walk quietly and orderly in single file to the gym once your class is invited
- Sit in your assigned area and face forward
- Keep your hands to yourself
- Sit quietly at all times and respond quickly if signaled to be attentive
- Be attentive to the presentation and show appreciation by applauding (not cheering) at the appropriate times

Students who are unable to demonstrate reasonable self regulation during assemblies will be invited to a quiet space, away from the presentation for the duration of the assembly where they will be offered supportive opportunities to de-escalate.

Washroom Etiquette and Expectations

Our Safe Schools Survey results indicate that the washrooms are one of the only areas at school where students feel unsafe. This can be attributed to the inability to directly supervise this area. With this in mind, clear expectations are required for washroom use.

- Cell phones are not permitted in the washrooms at any time
- Student washrooms are exclusively for student use; adults must refrain from using student washrooms
- Privacy must be respected at all times; peering through or over/under doors is unacceptable
- Washrooms should not be used as an area to relax or eat
- Respecting others and their personal privacy is required
- Vandalism will not be tolerated

Contravention of these expectations may result in washrooms being closed and students directed to another washroom, public washroom privileges revoked with an escort to the private washroom or any other progressive discipline measures.

Dress Code

As a school community, we endeavour to create responsible future employees and citizens who will achieve their best and be successful in a variety of situations. We recognize that ensuring students wear appropriate attire contributes to this goal. Students are expected to dress appropriately and respectfully for school which is considered their current workplace. If student attire is inappropriate, they may be asked to go home and change or offered alternative attire. This will be at the discretion of staff. Because Plattsville is a shared space, and respect for ourselves and others is the foundation of our school culture, we ask that students be mindful of the messages being shared on their clothing. Students are expected to not wear any clothing items which advertise alcohol, tobacco, marijuana, illegal or illicit drugs, firearms, gang affiliations, or would be considered discriminatory under the Human Rights Code of Ontario.

Outside time is crucial for all. We will endeavor to have students access the outdoors daily, provided the weather conditions are not extreme. In cold weather, students need to be prepared by wearing a warm coat, boots, a hat/hood and gloves/mittens. In warm weather, students are encouraged to protect themselves from the sun by wearing a hat and sunscreen. Unfortunately, we are unable to accommodate personal requests to stay inside at recess due to weather conditions and/or illness.

Cell Phone Expectations: “No Cells Between the Bells”

The Ministry of Education directive states that all members of the school community must respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that cell phones and other personal mobile devices are used only during instructional time (as directed by an educator), for health and medical purposes and/or to support special education needs.

Understanding that students have cell phones for a variety of reasons, at Plattsville and District Public School, responsible and respectful use is expected at all times. Students are expected to turn cell phones off upon entry to the building after the morning bell and place them in their assigned cell phone locker. They will remain there during all instructional blocks, unless their use is directed by the teacher for instructional purposes. Annually, the time spent at school learning is a fraction of the total year. We must work to ensure that instructional time is protected and kept free from distraction. Calling, texting and checking messages is distracting and disrespectful of their own and others learning. In the case of an emergency, students may be reached or may contact parents through the main office phone during the school day.

The Code of Conduct for Plattsville and District Public School can be found posted on our [school website](#). This code has been informed by the following (1) [Education Act](#), (2) [Ministry of Education: Code of Conduct](#), (3) [TVDSB: Code of Conduct](#), and (4) [TVDSB Safe School Procedure](#)

This Code of Conduct applies to our entire school community including but not limited to staff, students, parents, guests and visitors. Staff are also expected to adhere to their affiliated College Standards of Practice and Board Policies and Procedures.

