**Fallingbrook’s Code of Conduct**

The Code of Conduct for Fallingbrook P.S. was established following the Ontario Schools Code of Conduct (2000) and policies, regulations and procedures of the Durham District School Board. It is designed to provide a framework to ensure that school is a safe, productive learning environment for all. We ask families to review this Code of Conduct so that all parties are familiar with school expectations and procedures. Recent changes under the Safe Schools Act include:

• Equity and Inclusive Education Bill 157- Keeping Our Kids Safe At School

• Bill 14 - Anti-Bullying Act PPM 144- Bullying Prevention and Intervention

• PPM 145- Progressive Discipline and Promoting Positive Student Behaviour

For more information: *www.edu.gov.on.ca,* or *www.ddsb.durham.edu.on.ca*

**Creating a Positive School Climate for Learning**

Fallingbrook staff, students, parents and community work collaboratively to create a positive school climate that fosters student achievement and well-being. Our Code of Conduct involves elements that contribute to a positive school climate including: clear behaviour expectations, character development, leadership opportunities, engaging lessons and resources, high expectations, and a comprehensive bullying prevention and intervention plan.

**Ontario Ministry of Education Definition of Bullying**

“Bullying” means aggressive and typically repeated behaviour by a pupil where,

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,

• 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

• creating a negative environment at a school for another individual, and

• 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. 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,

• creating a web page or a blog in which the creator assumes the identity of another person;

• impersonating another person as the author of content or messages posted on the internet; and

• communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

**Five Key Points of Bullying:**

1. Bullying is a deliberate act

2. There is an intent to harm

3. It is usually persistent over time

4. There is an imbalance of power

5. It can negatively affect the school climate

More information is available on the DDSB website, [*www.ddsb.bullyfreedocument*](http://www.ddsb.bullyfreedocument)*.*

**Developing the Code of Conduct**

The Code of Conduct for Fallingbrook PS was developed following the *Ontario Schools Code of Conduct (2000)* and the applicable policies, regulations and procedures of the Durham District School Board. *In accordance with Policy/Program Memorandum No. 128 from the Ministry of Education the Code of Conduct has been revised to reflect changes made in the Education Act, effective February 1, 2008, that pertain to suspension and expulsion of students*.

Our code of conduct is designed to provide a framework to ensure that school is a safe, productive learning environment for all. We ask families to review this Code of Conduct so that all parties are familiar with school expectations and procedures. The Code of Conduct is subject to change at any time, based on directions from the Ministry of Education or the Durham School Board.

**Fallingbrook Public School is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment.**

All students, parents, teachers and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate and be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

Policy/Program Memorandum No. 128, “Progressive Discipline and Promoting Positive Student Behaviour”, October 4, 2007, provides an overview of the progressive discipline approach to be used when addressing issues of student conduct. When inappropriate behaviour occurs, Fallingbrook P.S. will utilize a range of interventions, supports and consequences that are developmentally appropriate, and include opportunities for students to learn from mistakes, and focus on improving behaviour.

**Guiding Principles**

Fallingbrook P.S. supports the provincial guiding principles and endorses recognition, acceptance and sensitivity toward ethno- cultural diversity.

1. All participants involved in the publicly funded school system - students, parents or guardians, volunteers, teachers and other staff members - are included in the *Ontario Schools Code of Conduct* whether they are on school property, on school buses or at school-authorized events or activities.

2. All members of the school community are to be treated with respect and dignity, especially persons in positions of authority.

3. Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

4. Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.

5. The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.

6. Alcohol, illegal drugs and other intoxicants are addictive and present a health hazard. Ontario schools will work cooperatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol, illegal drugs or intoxicants. (As well, smoking in school buildings and on school property is prohibited by law.)

7. Insults, disrespect and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

**Roles and Responsibilities *(Ontario Schools Code of Conduct)***

In addition to school staff, students, parents, and other members of the public who interact with members of the school community while present in or on school property or premises, have a responsibility to respect others in the school and to conduct themselves accordingly.

**Principals**, under the direction of their school board, take a leadership role in the daily operation of a school. They provide this leadership by:

• demonstrating care and commitment to academic excellence and 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 community;

• communicating regularly and meaningfully with all members of their school community.

**Teachers and School Staff**, under the leadership of their principal, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

• help students work to their full potential and develop their self-worth;

• empower students to be positive leaders in their classroom, school, and community

• communicate regularly and meaningfully with parents;

• maintain consistent standards of behaviour for all students;

• demonstrate respect for all students, staff and parents;

• prepare students for the full responsibilities of citizenship.

Respect and responsibility are demonstrated when a student:

• comes to school prepared, on time and ready to learn;

• shows respect for themselves, others and for those in authority;

• refrains from bringing anything to school that may compromise the safety of others;

• follows the established rules and takes responsibility for his or her own action.

**Parents** play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:

• show an active interest in their child’s school work 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;

• become familiar with the Code of Conduct and school rules;

• encourage and assist their child in following the rules of behaviour;

• assist school staff in dealing with discipline issues;

• demonstrate respect for all students, staff and parents.

**Respect, Civility and Responsible Citizenship**

All school members must:

o respect and comply with all applicable federal, provincial and municipal laws;

o demonstrate honesty and integrity;

o respect differences in people, their ideas and opinions;

o treat one another with dignity and respect at all times, and especially when there is disagreement;

o respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;

o respect the rights of others;

o show proper care and regard for school property and the property of others;

o take appropriate measures to help those in need;

o seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;

o respect all members of the school community, especially persons in positions of authority;

o respect the need of others to work in an environment that is conductive to learning and teaching;

o not swear at a teacher or at another person in a position of authority.

**Physical Safety**

**Weapons** - All school members must:

• not be in possession of any weapon, including but not limited to firearms;

• not use any object to threaten or intimidate another person;

• not cause injury to any person with an object.

**Alcohol and Drugs** - All school members must:

• not be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs.

**Aggression** - All school members must:

• not engage in bullying behaviours;

• not commit sexual assaults;

• not inflict or encourage others to inflict bodily harm on another person;

• seek staff assistance, if necessary, to resolve conflict peacefully.

**Consequences *(Durham District School Board)***

Students who do not comply with the standards of behaviour outlined in the Code of Conduct will be dealt with in a judicious and considerate manner. Actions will vary depending on the circumstances of each individual case. Mitigating factors are always considered before determining consequences. Consequences may include:

• caution by teacher, support staff, administrator or adult supervisor;

• temporary removal from class, activity or event;

• problem-solving exercise;

• parental contact;

• counselling;

• peer mediation and conflict resolution programs

• community/school service;

• loss of privileges;

• detention;

• behaviour contracts

• restorative practices

• support and responsibility agreements

• restitution;

• suspension;

• expulsion.

**Suspensions: Circumstances Leading To Possible Suspension**

A Principal shall consider whether to suspend a pupil if he or she believes that the pupil

has engaged in any of the following activities while at school, at a school-related activity or in

other circumstances where engaging in the activity will have an impact on the school climate:

1. uttering a threat to inflict serious bodily harm on another person\*;

2. possession of alcohol, illegal drugs or other intoxicants\*;

3. swearing at a teacher or at another person in a position of authority;

4. committing an act of vandalism that causes extensive damage to school property or to property located on the premises of the pupil's school\*;

5. bullying; or,

6. any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board.

**Other suspendable infractions including but not limited to:**

a) possessing or dispensing controlled or intoxicating substances that are not prescribed for medical purposes;

b) being under the influence of illegal, controlled or intoxicating substances that are not prescribed for medical purposes;

c) smoking on school property;

d) committing vandalism, destruction, damage to school property or to the property of others;

e) stealing property;

f) engaging in intimidation, extortion\*, harassment\*, or verbal aggression;

g) misusing or misappropriating school property or services, including computers and other technology systems;

h) engaging in hate motivated incidents\*;

i) engaging in gang related activity\*;

j) possessing dangerous objects or substances deemed by the principal to be unsafe or a hazard

k) committing physical assault on another person\*;

l) engaging in or encouraging a fight;

m) engaging in conduct that constitutes opposition to authority;

n) demonstrating poor attendance that warrants disciplinary action;

o) engaging in behaviour that is disruptive to the learning environment;

p) engaging in conduct detrimental to the moral tone of the school;

q) wearing clothing/apparel that is inappropriate, offensive or violates the school Dress Code;

r) engaging in unauthorized games of chance;

s) engaging in another activity that, under the Code of Conduct of the school, is one for which a suspension is warranted.

\* may require police involvement as outlined in the Police/School Board Protocol.

**Mitigating Factors:**

• the student does not have the ability to control his or her behaviour;

• the student does not have the ability to understand the foreseeable consequences of his or her behaviour; or

• the student’s continuing presence in the school does not create an unacceptable risk

**Circumstances Leading to a Suspension, Investigation, and Possible Expulsion**

A Principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

1. possessing a weapon, including possessing a firearm\*;

2. using a weapon to cause or to threaten bodily harm to another person\*;

3. committing physical assault on another person that causes bodily harm requiring treatment

by a medical practitioner\*;

4. committing sexual assault\*;

5. trafficking in weapons or in illegal drugs\*;.

6. committing robbery\*;

7. giving alcohol to a minor\*,

8. any other activity that, under a policy of a board, is an activity for which a Principal must

suspend a pupil and conduct an investigation to determine whether to recommend to the

board that the pupil be expelled. Other suspendable infractions including but not limited to:

a) hate motivated violence\*;

b) gang related violence\*;

c) trafficking in controlled or intoxicating substances not prescribed for medical purposes\*;

d) uttering threats or threatening conduct intended to intimidate\*;

e) engaging in harassment\*;

f) ongoing conduct that is so refractory (persistent) that the student's presence in the

school or classroom is considered by the principal to effect a danger or possibility of

harm, physical or emotional, to others in the school or to the reputation of the school.

(\*require police involvement as outlined in the Police/School Board Protocol.)

A pupil who is suspended under this section is suspended from his or her school and from engaging in all school-related activities. A Principal may suspend a pupil for up to 20 school days and, in considering how long the suspension should be, the Principal shall take into account the mitigating factors, as well as the other factors.

**Changes to Assessment, Evaluation and Reporting in Ontario Schools**

In May 2010, the Ministry of Education released the document entitled "Growing Success". The "Growing Success" document sets policy and recommends practice in regard to assessing student work to inform teaching practice, evaluating student work and reporting on student progress. The "Growing Success" document can be downloaded from the Ministry website.

The purpose of the "Growing Success" document is to promote fair, transparent, and equitable assessment, evaluation, and reporting practices in Ontario schools with the aim of maintaining high standards, improving student learning, and benefitting students, parents/guardians, and teachers in elementary and secondary schools. The Ministry continues to develop training materials and resources for parents and educators. Over the course of the year, educators implement the assessment, evaluation and reporting guidelines as described in the "Growing Success" document.

Parents/guardians and students are issued one Progress Report and two Provincial Report Cards per school year. A guide to the Provincial Report Card will be sent home.

**Elementary Schools Report Schedule:**

**Progress Report**

• Progress Report sent home - week of November 11th

• Parent Interview Day - Nov. 15th

**First Provincial Report Card**

• First Term Provincial Report Cards sent home - week of February 10th

**Second Provincial Report Card**

• Second Term Provincial Report Cards sent home - week of June 24th

**Accommodation of Religious Requirements Practices and Observances**

The D.D.S.B. and Fallingbrook P.S. follow the Guidelines and *Procedures for the Accommodation of Religious Requirements Practices and Observances,* which is in compliance with requirements of Ontario’s Equity and Inclusive Education Strategy within the contexts of the *Canadian Charter of Rights and Freedoms* and the *Ontario Human Rights Code*. This document assists us in creating and maintaining equitable and inclusive environments within our schools and facilities, and guides the process of providing religious accommodations as the need arises. The document is available for viewing at http://ddsb.durham.edu.on.ca/DDSBmain.htm.

If you anticipate that you or your family might require religious accommodation during the school year we ask that you inform the administration as early as possible, preferably at the start of the school year. Areas that you might consider include, but are not limited to, the following:

• Observation of major religious holy days and celebrations

• Accommodation in, or exemption from, specific areas of the curriculum or other school activities

• Religious attire

• Modesty requirements in physical education

• School opening and closing exercises

• Prayer

• Dietary requirements

Community Threat Assessment & Intervention Protocol

**Student Threat Assessment**

*Fair Notice & Process*

The Durham District School Board and Community Partners are committed to making our schools safe for students and staff. As a result the Board will respond appropriately to all student behaviours that pose a potential risk to other students, staff and members of the community. It is hoped that support for early identification and intervention measures by Durham District School Board and Community Partners will prevent school violence.

There are many initiatives in place to support our schools as safe places for students to learn. One important initiative is the Community Threat Assessment and Intervention Protocol and the training of Board administrators and associated staff in Threat Assessment and Intervention. School teams work to assess potentially high risk student behaviour and evaluate the level of threat to others and the student exhibiting the behaviour. This training and response plan was developed by Kevin Cameron, The Director of the Canadian Centre for Threat and Risk Assessment.

The timely sharing of information about students at risk for violence towards self and/or others ensures that supportive plans are put in place to enhance safety. In addition, the effective implementation of The Community Threat Assessment & Intervention Protocol will support collaborative planning to prevent traumatic events.

**WHAT IS THE PURPOSE OF THE STUDENT COMMUNITY THREAT ASSESSMENT AND INTERVENTION PROTOCOL?**

* To ensure the safety of students, staff and parents.
* To understand, based on the data gathered, the factors that contribute to a threat-maker’s behaviour.
* To develop an intervention plan that addresses the emotional and physical safety of the threat-maker and others.

**WHAT BEHAVIOURS INITIATE A STUDENT THREAT ASSESSMENT?**

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet or made by gesture. Threats must be taken seriously, be investigated and followed up with a response.

A Student Threat Assessment will be initiated when a student exhibits behaviours that include, but are not limited to:

- Violence with the intent to harm or kill

- Verbal/written threats to harm or kill others (clear, direct and plausible)

 -Internet website/social media threats to harm or kill others

 -Possession of weapons, including replicas

 -Bomb threats (making and/or detonating explosive devices)

 -Fire setting

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-Gang related intimidation and violence

A Threat Assessment may be initiated because of the content of an incident or as a result of worrisome behaviour.

**WHAT IS A COMMUNITY THREAT ASSESSMENT AND INTERVENTION TEAM?**

Each school has a multi-disciplinary Community Threat Assessment and Intervention Team. The Community Threat Assessment and Intervention Team includes a variety of team members and support personnel. The team will include a combination of the following: Administrators, SERT, School Board Psychologist, Guidance Counsellors, Social Worker, School Resource Police Officer and other pertinent professionals and/or community resources (such as Mental Health Professionals). The Community Threat Assessment and Intervention team will share and review student information and the details of the event in order to collaborate on a plan of action based on a broad range of expertise.

**WHAT IS THE PROCESS?**

All threat making behaviours are reported to school administration who may activate the Protocol. A team is formed and people are assigned to gather data. Information may be obtained from multiple sources including:

* Teachers, students, targets, threat makers, parents/caregivers
* Current and previous school records
* Support groups and agencies
* Online sites and/or social media
* Locker and backpack search

Data collected is shared and a determination is made whether the threat is made of a low, medium, or high level of concern. An Intervention Plan is developed to reduce risk of violence.

**DUTY TO REPORT**

In order to keep our school communities safe, the Durham District School Board expects anyone in a school community having knowledge of high-risk student behaviour or having reasonable grounds to believe there is a potential for high-risk or violent behaviour to promptly report the information to the school Principal or designates. All Board policies, procedures and protocols align with the Ministry of Education’s Safe Schools initiatives and other appropriate legislation.

For further information please contact your school Principal.