

CARTWRIGHT CENTRAL P.S. - CODE OF CONDUCT

The Code of Conduct for Cartwright Central PS is follows DDSB policy and was developed by staff, students, and community members and was established following the Ontario Schools Code of Conduct, 2000. The Ontario Schools Code of Conduct can be found at www.edu.gov.on.ca/eng/safeschools/code.html

The Code of Conduct provides 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 District School Board.

Our the staff, students and the S.C.C. of Cartwright Central P.S. develop and review the Code of Conduct and our School-Wide Agreements.

At CCPS we **promote positive interactions** by ensuring:

1. We **speak, listen** and **act respectfully**
2. We keep our **hands & feet** to **ourselves**
3. We **include everyone** and **respect each other's differences**
4. We **stand up** to **teasing and bullying**
5. We workout our conflicts and use **WITS** to solve problems
We **speak** and **act kindly** and with **good purpose**

A School Wide Approach

The staff, students and community of Cartwright Central P.S. are asked to promote a positive interactions and an inclusive school environment

As a staff and community we are proactive in teaching character education embedded in context on a daily basis. The 3rd week in November each year is designated as Bullying Awareness and Prevention week in Ontario.

In all Ontario Public Schools, "all students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless

of race, ancestry, place of origin, color, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability..." (Bill 13)

Bullying will not be accepted on school property, at school-related activities on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

Reporting

At CCPS we encourage all incidents of conflict and bullying (physical, verbal, electronic, written or other means) to be **reported** to a staff member. Either in person, by phone or in writing. Bullying can also be reported on the school website on the "Report Bullying Now" button. The Durham District School Board Progressive Discipline Model is applied by staff to all incidents of reported bullying.

Definition of Conflict

"**Conflict**" is generally a single or on going disagreement or difference in opinion between peers who typically have **equal** power in their relationships.

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,

(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

(iii) 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; (Ministry of Education Memorandum #144 -2012)

Roles and Responsibilities

School Staff

Under the leadership of their principals, teachers and other school staff maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and other school staff uphold these high standards when they:

- Help students work to their full potential and develop their sense of 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, parents, volunteers, and other members of the school community
- Prepare students for the full responsibilities of citizenship

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- Comes to school prepared, on time, and ready to learn
- Shows respect for himself or herself, for 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 actions

Parents

Parents 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 fulfill their role 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
- Show that they are familiar with the provincial Code of Conduct, the board's code of conduct, and school rules
- Encourage and assist their child in following the rules of behaviour
- Assist school staff in dealing with disciplinary issues involving their child

Standards of Behaviour

All school members and volunteers must:

- Respect and comply with all applicable federal, provincial and municipal laws
- Maintain confidentiality
- Demonstrate honesty and integrity
- Respect differences in people, their ideas and opinions
- Respect and treat others fairly at all times, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability, and especially when there is disagreement
- 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 conflicts peacefully
- Respect all members of the school community, especially persons in positions of authority
- Respect the need of others to work in environment that is conducive to learning and teaching
- Not swear at or demean a teacher or at another person in a position of authority

Safety

All members of the school community **must not**:

- Engage in bullying behaviours
- Commit sexual assault
- Traffic in weapons or illegal drugs
- Give alcohol to a minor
- Commit robbery
- Be in possession of any 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, illegal drugs and/or other intoxicants
- Inflict or encourage others to inflict bodily harm on another person
- Engage in hate propaganda and 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

Progressive Discipline/Self-Regulation

Progressive Discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours. When inappropriate behaviour occurs, disciplinary measures are applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

At CCPS, we attend to all incidents, and work to support students in advocating for themselves and others. Our focus is on developing our students' repertoire of Self-regulation skills (Walk away, Ignore, Talk it out, Seek Help) **WITS**

Suspensions

Suspension is a consequence imposed upon a student whereby he or she is prohibited from attending at his or her school and from engaging in all school-related activities for a defined period of time.

Restorative Practice

The DDSB supports a restorative approach in our schools to establish positive learning environments and to support discipline issues as they arise. Restorative Practice is a philosophy and a proactive way of thinking and being that commits to building positive relationships in the learning/working/living environment. It has its roots in the cultural traditions of Indigenous people and has been refined for use in school settings. Because relationships are so highly valued, when things go wrong, one is expected to accept responsibility and repair the harm with all who were directly affected in an environment where everyone is supported and treated with dignity and respect. It is a process that gives staff, students and community the knowledge, strategies and skills required to develop, sustain

and restore relationships in a safe, inclusive learning environment. It provides everyone the opportunity to grow in an inclusive community.

Within the culture of Restorative Practice there is a continuum of interactions that support positive relationships. However, when things go wrong, the following questions form the framework for solutions:

When a student has made a poor choice the following questions are asked:

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?

When a student has been harmed by someone, the following questions are asked:

1. What did you think when you realized what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

CONCLUSION

When staff, students and families work together, a positive and productive learning environment is established at Cartwright Central P. S. where goals are set and achieved.

The Code of Conduct establishes the level of behaviour expected for all, so that we have the best possible school where success and achievement are reached through cooperation, courtesy and respect.

Families, please review this Code of Conduct at the beginning of the school year and revisit it should questions arise.

