



Schools are to be committed to providing safe, inviting, secure, and inclusive learning environments for its students, staff, and community. It is the belief that this kind of learning environment is essential to effective teaching and learning, the personal growth of our students, and for their preparation to be responsible citizens.

Students are responsible to strive for appropriate behavior in the various learning environments and opportunities that are provided to them.

Students must exhibit self-discipline and accept responsibility for the consequences of their actions when those actions negatively affect the teaching and learning environments.

Schools shall administer discipline with dignity, tact, and professional judgment in order to promote and maintain student self-respect and self-discipline. Schools will also provide reasonable accommodation for students who have exceptional learning needs that affect their behavior, and when disciplining the student, take into consideration the student's ability to comply and the amount of support required.

Schools should attempt to involve the home in student discipline and should strive to keep the partnership between the home and the school as courteous and respectful as possible.

Students will:

- Be polite, respectful and cooperative to all people within the school community
- Develop self-discipline
- Resolve interpersonal conflicts and difficulties through discussions or by seeking assistance from school personnel
- Demonstrate and support a safe, respectful, and caring school environment
- Respect that fellow students have a right to a school environment that is free from violence
- Respect school property and the personal property of others
- Dress appropriately for classes and for activities

Staff will:

- Provide relevant learning experiences based on the diverse needs of the students
- Approach the education of students in a respectful manner
- Provide a classroom environment that is safe and respectful
- Participate in school programs and procedures that create a positive school culture
- Communicate information about student progress, attendance, and behavior to students, parents/guardians and administration
- Respect and demonstrate consideration for all student diversity
- Respect confidential information about students and staff
- Support and implement proactive and reactive intervention strategies offered through a continuum of supports and services



- Encourage and reinforce socially acceptable attitudes and good social habits among students by encouraging proper language, appropriate dress, and regard for authority

Parents/Guardians will:

- Instill in their child the desire to work to the best of his/her ability, understand the importance of education, recognize the authority of the school staff to provide a safe, respectful, and caring learning environment, respect the rights and diversity of students and staff, and respect property and resources
- Recognize the authority of the school staff to provide a safe, respectful, and caring environment
- Communicate regularly with the school and advocate for their child's success
- Ensure regular, punctual attendance and contact the school when their child is absent
- Support and work collaboratively with school personnel to ensure their child's success and appropriate behavior
- Encourages the peaceful resolution of conflict and discourages disrespectful, violent, or aggressive behaviour to solve a problem

The Principal of each school in the Prairie Rose School Division shall have the authority and responsibility to develop a code of conduct based on the stated standards and expectations set out in the Public Schools Act (PSA).

The school's code of conduct shall include the following:

A statement that students and staff must behave in a respectful manner and comply with the code of conduct

A statement that the following actions are unacceptable:

- bullying, or abusing another student physically, sexually or psychologically, verbally, in writing, or otherwise – any person
- discriminating unreasonably on the basis of any characteristics set out in subsection 9(2) of the Human Rights Code
- using, possessing, or being under the influence of alcohol or illicit drugs at school

A statement that the following actions will not be tolerated on school sites:

- gang involvement
- possessing a weapon, as "weapon" is defined in section 2 of the Criminal Code of Canada

A statement that students and staff must adhere to school policies respecting the appropriate use of:

- the internet, including social media, text messaging, instant messaging, websites, and e-mail, and
- digital cameras, cell phones, and other electronic or personal communication devices identified in the code of conduct or policies of the school board

The Principal shall ensure the annual review and revision of the school's code of conduct in consultation with the school community by October 31 of each year.



The Principal shall ensure the communication of the school's code of conduct to students and community at the beginning of each year and provide updated information about amendments to the code.

The Principal shall recognize the unique features of each situation involving inappropriate behavior and implement responsive and appropriate strategies, interventions, and disciplinary consequences that best serve the school community and the student being disciplined.

The Principal has the authority and responsibility to address concerns about student behavior towards one another on their way to and from school, and while being transported via school bus.

Responses to Inappropriate Behaviour in Students

Principals and teachers must ensure that interventions used are appropriate given the frequency and severity of the disciplinary violation and the student's age or state of development. In every situation, when selecting appropriate consequences, principals must be sensitive to any student who has been the victim or target of unacceptable behaviour, as well as to the student who committed this behaviour.

School responses to inappropriate student behaviour in the learning environment shall respect the following principles:

- They consider the students' individual needs, abilities, and capacities for self-regulation
- They maintain the dignity of the student(s) involved in the behaviour by avoiding reactive punishment in favour of reasonable and related consequences
- They provide opportunities for constructive behavioural learning and growth and the restoration of relationships affected by the behaviour
- They support the safety of all members of the learning environment with appropriate consideration for the gravity and the impact of the behaviour
- They avoid strategies that prolong students' reliance on correction by adults and/or incentives to comply with developmentally appropriate expectations

Interventions and Disciplinary Consequences

Interventions and disciplinary consequences may be applied as appropriate to the contact, but they need not be applied in the order that they appear in this document.

Informal Discussion

A teacher, student services teacher, or principal discuss the student's behavior with discretion appropriate to the situation. The staff members speak with the student to reach an agreement regarding the student's behaviour. Parent(s) may be contacted in some circumstances. Students who are 18 years of age or older must give their consent to contact parents.

Parent/Guardian Contact



School personnel contact parent(s)/guardian(s) to discuss the behaviour of the student and to explain or explore follow-up by the school and the parent(s)/guardian(s). These contacts can range from a telephone conversation to a formal conference at the school that includes parent(s)/guardian(s), the student, and other appropriate school and/or divisional personnel.

Student Services Personnel Intervention

School personnel designated by the Principal will meet with the student(s) with the primary goal of developing a plan for changing/improving behaviour. These meetings may lead to additional professional support and/or referral to other agencies.

Formal Conference

A conference includes the student, parent(s)/guardian(s), teacher, administrator, and other system staff to discuss the student's behaviour, to explain the steps the student must undertake to improve the behaviour, to explain the disciplinary and/or support measures the school will implement, and to identify appropriate parent/guardian support activities.

Temporary Withdrawal from Classroom Setting and In-School Suspensions

When inappropriate behaviour has a negative impact upon the classroom learning environment or school, the student may be withdrawn from the classroom or whole-school environment to a supervised alternate location. The teacher shall inform the parent/guardian of a withdrawal from a classroom and the principal shall inform the parent/guardian about in-school suspensions.

Temporary Removal from Activities/Accommodations

Access to the playground, cafeteria, library, extra-curricular activities and bus transportation may be removed. The Principal will notify the parent(s)/guardian(s).

When school bus transportation is suspended, parents will be informed and are responsible for providing alternate arrangements for safe transport to and from school.

Detention

The student is detained at the school, under the supervision, to deal with inappropriate behaviour beyond regular school hours. Groups of students are not detained for the infractions of individuals. Contact with parent(s)/guardian(s) is required for detentions.

Students transported by school bus will experience detention only after prior arrangements for safe transport home are made with the parent(s)/guardian(s).

Restitution



The student and/or parent(s)/guardian(s) may be required to compensate the Division for theft or vandalism incurred. Such restitution may be monetary in nature, but could take alternate forms such as community service or repair/replacement of damaged property.

In cases of theft of damage of another student's property, the school may recommend restitution or advise parent(s)/guardian(s) to seek legal counsel for redress.

Behavioural/Performance Contract

Contracts between the school, the student, and/or parent(s)/guardian(s) may be developed to assist students to meet specific school expectations. Expectations are clarified in order to meet the behaviour standards agreed upon and the agreement is documented with copies provided for all concerned parties.

Clinician Referral

The school involves clinical personnel such as psychologists or social workers to assist the remediation of some inappropriate behaviour. Such involvement may include assessment or counselling for the student that exceeds school personnel capacity. In all cases formal referral requires parental permission.

Police Notification

When student behaviour involves the violation of the law, drugs/alcohol use, trafficking, theft, and/or assaults, in addition to school disciplinary action, the principal and/or designate shall inform the police and parent(s)/guardian(s) immediately.

Suspension

Suspension is the temporary stopping of a student's right to attend school classes. When a student's conduct is deemed injurious to the welfare of the school or injurious to the school's educational purpose, suspensions may be applied to the student.

Suspensions are applied when other disciplinary measures have been found to be ineffective or when the student's behaviour disrupts the learning of others, endangers fellow students, staff, or damages property.

Expulsion

Expulsions are applied when a student's behaviour has been a serious danger to other students, staff, school property, or when the behaviour has been shown to be habitual. An expulsion is the most serious consequence under the Public Schools' Act and involves permanent removal from a school. An expulsion is a function of the Board of Trustees.