

Standards of Behaviour

Respect, Civility and Responsible Citizenship means that all members of the school community must:

- Comply with all applicable federal, provincial, and municipal laws
- Demonstrate honesty and integrity
- Show consideration for differences in people, their ideas, and opinions
- Treat one another with dignity and respect at all times and especially when there is disagreement
- Treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability
- Acknowledge 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 conflict peacefully
- Respect all members of the school community, especially persons in positions of authority
- Appreciate the need of others to work in an environment that is conducive to learning and teaching, and
- Refrain from swearing at a teacher or at another person in a position of authority

Mission Statement

The Halton District School Board is committed to every student.

We will:

- Inspire and support learning;
- Create safe, healthy and engaging environments
- Provide opportunities for challenge and choice.

We Value...

Relationships: We Will...

- Build and maintain partnerships
- Encourage cooperation, collaboration, and compassion
- Communicate effectively
- Align our words and actions

Respect: We Will...

- Acknowledge and appreciate diversity
- Recognize efforts, ideas, and results
- Make timely and informed decisions

Responsibility: We Will...

- Measure and report results
- Use resources effectively
- Consider demographic needs
- Operate in an open and transparent manner
- Model sound environmental practices

Jugenuity: We Will...

- Identify, share and implement exemplary practices
- Demonstrate and encourage initiative and creativity
- Develop innovative practices to address divergent learning needs.



Code of Conduct

Safe, Caring and Inclusive Schools

A Shared Responsibility



Halton District School Board 2008

Based on PPMs #128

A Shared Responsibility

When staff, students and parents work together to keep their school safe, it has a powerful impact on the culture and climate of the school. Each partner has an important contribution to make.

The school's responsibility:

- Provide a climate free from distractions
- Teach and model positive behaviour and good citizenship
- Teach acceptance of and respect for others
- Foster open, honest communication
- Help students work to their full potential and develop their sense of self-worth
- Provide bullying prevention programs

The student's responsibility:

- Practise honesty and integrity
- Exercise self-control and self-discipline
- Come to school prepared, on time, and ready to learn
- Show respect for self and others
- Treat others with kindness, dignity and respect
- Show respect for school property

The parent's responsibility:

- Understand your school's code of conduct as well as the board and provincial code of conduct
- Show an active interest in your son's/daughter's school work and progress
- Talk with your son/daughter about how they can contribute to keeping their school a safe place for learning
- Assist your son/daughter in following the rules of positive behaviour
- Communicate with your son's/daughter's school
- Be a positive role model for your son/daughter

Progressive Discipline

Progressive discipline is a whole school approach that uses a continuum of interventions, supports and consequences that include opportunities for reinforcing positive behaviour and helping students make good choices.

A progressive discipline approach includes:

- Early and ongoing prevention and intervention strategies
- Addressing inappropriate behaviour
- Opportunities for a student to learn from the choices made
- Parental awareness and involvement
- A shift from solely punitive to both corrective and supportive

When a student behaves inappropriately, the following are taken into consideration before any consequence is applied:

- The particular student and mitigating factors
- The nature and severity of the behaviour
- The impact on the school climate
- The relationships within the school community

Activities leading to a possible suspension:

- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol or illegal drugs
- 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 –social, relational, physical, verbal or cyber

Activities leading to suspension and possible expulsion:

- Possessing a weapon, including possessing a firearm
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons or in illegal drugs
- Committing robbery
- Giving alcohol to a minor

Mitigating Factors that must be considered:

- Age and history of the student
- Does the student have the ability to control his/her behaviour?
- Does the student have the ability to understand the foreseeable consequences of his/her behaviour?
- Does the student's continuing presence in the school create an unacceptable risk to the safety of any person?
- Has a progressive discipline approach been used with the student?
- Was the student's inappropriate behaviour related to any harassment due to race, ethnic origin, religion, disability, gender or sexual orientation?
- Does the consequence affect the student's ongoing education?
- For a student with an Individual Education Plan (IEP):
 - Is the behaviour a characteristic of the disability?
 - Have appropriate accommodations been made?
 - Is the consequence likely to aggravate or worsen the behaviour or conduct?

