# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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| *Section* | SCHOOLS AND STUDENTS |

| *Policy Name* | ~~SAFE SCHOOLS SYSTEM EXPECTATIONS~~Student Code of Conduct<br>*~~Management~~ Procedural* Guideline Applies | 520 |
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| Board Approved: | October 18, 2022<br>February 19, 2020<br>September 27, 2016<br>September 8, 2008<br>January 20, 2003 | Reviewed: | September 20, 2022<br>February 4, 2020<br>June 7, 2016<br>May 26, 2008 | Review By: December 2027 |
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## POLICY

Superior-Greenstone District School Board is committed to establishing and maintaining a safe and secure environment for its students, staff and community where all members of the school community are to be treated with respect and dignity, especially persons in positions of authority.
This policy is written in accordance with the Education Act, Ontario Regulation 472/07, Policy Program Memorandum (PPM): 119 (Equity and Inclusion), 128 (Provincial and School Board Codes of Conduct), 145 (Progressive Discipline and Promoting Positive Student Behaviour) 144(Bullying Prevention), *Smoke-Free Ontario Act, 2017,* ~~the Provincial Code of conduct~~ and the Superior Greenstone District  School Board Code of Conduct ~~and the following guiding principles.~~

## RATIONALE

1. Superior Greenstone District School Board is committed to the success of every student. A school is a place that promotes responsibility, respect, civility, and academic excellence in a safe, nurturing and welcoming learning environment.  All members of the school community, especially people in positions of authority, are treated with respect and dignity.

2. A positive school climate exists when all members of the community feel safe, comfortable and accepted. Staff, students, parents/guardians, school councils and community members work in a cooperative partnership and must share the responsibility for creating and maintaining such an environment that includes civic life of the school community.

3. The promotion of strategies and initiatives such as Student Success and character development, along with the employment of prevention and intervention strategies to address inappropriate behavior, fosters a positive school climate that supports student achievement and the well-being of all students through respect and civility. In addition to Provincial and Board standards, the Code of Conduct is informed by the following principles:

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   i. Effective schools support the development of a safe and positive school environment through leadership, school climate, high expectations for learning, instructional and curriculum focus, assessment and evaluation of student success, parent/ guardian/ community involvement, ~~non-violent~~restorative means to resolve conflict and support

and staff development.

ii. A positive school climate is a key component of prevention, and must be modeled by everyone connected to the school and community creating a culture of respect and dignity.

iii. Responsibility for a safe learning environment must be assumed by all members of the school community.

Respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that cellphones and other personal mobile devices are only used during instructional time for educational purposes (as directed by an educator), for health and medical purposes and/or to support special education needs.
Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully

responsibility of all members of the school community to establish a safe and secure school environment.

The school environment is both physical and social. It includes the school building, its surroundings, the people in it and the way they interact, the material resources, and the extensions of this environment that are necessary for the delivery of the program (e.g., appropriate use of technology, field trips, school buses and extracurricular activities).

## 13.1 Violence Prevention in the Curriculum