



Harold Longworth Code Of Conduct

(Revised 2014)



The Kawartha Pine Ridge District School Board, and the staff at Harold Longworth, believe that everybody has the right to be safe, and to feel safe, welcome and included in the school community. This School Code of Conduct reflects the guiding principles of the Board's Safe, Caring and Restorative Schools Policy and the Ontario Code of Conduct. It supports a common understanding for safe learning and working environments, where everyone is treated with respect, fairness and dignity. This Code also helps to prevent bullying in schools. The School Code of Conduct applies to students while they are at school, engaged in a school-related activity or in other circumstances where the activity affects the school climate.

Rationale

Everyone has the right to be safe, and to feel safe, welcome and included at school.

Responsibilities

- Safety is everyone's responsibility.
- Everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity.
- Everyone is responsible for preventing harm.
- Students, staff, volunteers, parents and guardians have additional responsibilities unique to their roles.

Standards of Behaviour

- We value one another and treat each other with respect and dignity.
- We educate our students to be caring, responsible community members who protect everyone's physical, social, academic and emotional well-being.
- Bullying and harassment in any form are wrong and hurtful. Bullying is aggressive and typically repeated behaviour that is intended to cause harm, fear or a negative environment for another individual. Bullying is an abuse of power, authority or control over another person or group. It is never acceptable.
- Everyone has a role to play as we work together to prevent, identify and respond to bullying and exclusion. We are all accountable for our actions.
- Where bullying does occur, we respond in a manner that is fair and appropriate, to build relationships that are respectful. Restorative practice is one strategy we use to prevent and repair the harm caused by bullying and exclusion.
- We also use progressive discipline to prevent and respond to behaviour that violates this Code of Conduct. Consequences for unacceptable behaviour may range from warnings, to suspension or expulsion.

School Code of Conduct Responsibilities

Common School Community Member Responsibilities

- Safety is everyone's responsibility.
- Everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity.
- Everyone is responsible for preventing harm.
- Students, staff, parents and guardians have additional responsibilities unique to their roles.

Additional Student Responsibilities

- exercise self-discipline, follow the established rules and accept responsibility for their actions, based on age and individual ability;
- come to school prepared, on time, ready to learn and support a positive learning environment;
- show respect for themselves, for others and for those in authority;
- refrain from bringing anything to school that may compromise safety, inclusion or respect for the dignity of another member of the school community

Additional Staff Responsibilities

- help students achieve their full potential and develop their self-worth;
- assess, evaluate and report student progress;
- communicate regularly and meaningfully with students, parents or guardians;
- discipline fairly and consistently, taking any mitigating factors into account, as required by school board regulations on Discipline/Promoting Positive Student Behaviour/Code of Conduct, and the School Code of Conduct;
- be on time and prepared for all classes and school activities;
- prepare students for the full responsibilities of membership in their community/society;
- safeguard students from persons or conditions that interfere with the learning process;
- understand and minimize any biases that may affect student-teacher relationships.

Additional Parent/Guardian Responsibilities

- attend to their child's physical, social, academic and emotional well-being;
- show an active interest in their child's school work and actively support student progress;
- communicate regularly with the school;
- help their child be neat, clean, appropriately dressed and prepared for school;
- ensure their child attends school regularly, is on time, and gets to and from the school or bus stop safely;
- 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 disciplinary issues for their child.

Standards of Behaviour

Respect, Dignity, Civility, Equality and Responsible Participation in School Life

We value one another and treat each other with respect and dignity. We educate our students to be caring, responsible community members who protect everyone's physical, social, academic and emotional well-being. Everyone in the school community must:

- respect differences among people, their ideas, opinions, experiences and perspectives;
- treat one another with dignity at all times, especially when they disagree;
- respect and treat everyone fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability or language;
- respect and comply with federal, provincial and municipal laws;
- demonstrate the character attributes set out by the school board;
- respect the rights of individuals and groups;
- show proper care and regard for school and student property;
- take appropriate measures to help one another;
- address behaviours that are disrespectful, unwelcoming or that exclude anyone;
- use non-violent means to resolve conflict;
- dress appropriately with regard to exposure, cleanliness and message;
- respect persons who are in a position of authority;
- respect the common goal to work in a positive environment of learning and teaching.

Physical and Emotional (Psychological) Safety

To protect the physical and psychological safety of everyone at school, we will not tolerate:

Weapons

- possession of any weapon or replica weapon, such as firearms;
- use of any object or means to threaten or intimidate another person;
- causing injury with an object to any person;

Alcohol and Drugs

- possessing, being under the influence of, or providing others with alcohol or restricted drugs.

Physical Aggression

- inflicting or encouraging others to inflict bodily harm on another person;
- intimidation.

Non-physical Aggression

- emotional, sexual, homophobic, racist, sexist, faith-based, ability-based or social status-based actions that hurt an individual or group, whether intentional or not;
- threatening physical harm, bullying or harassing others;
- using any form of discrimination, stereotype, prejudice, harassment, hate/bias-motivated act.

Further to these standards of behaviour, all school members are expected to seek staff assistance, if necessary, to resolve conflict peacefully.

Bullying and harassment in any form are wrong and hurtful. Everyone has a role to play as we work together to prevent, identify and respond to bullying and exclusion. We are all accountable for our actions. Where bullying does occur, we respond fairly and appropriately, to build respectful relationships. Restorative practice is one strategy we use to prevent and repair the harm caused by bullying and exclusion.

1. **Bullying, by definition:** is 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 to the individual's reputation or harm to the individual's property; or
 - creating a negative environment at a school for another individual.
 - 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;
 - the behaviour includes the use of any physical, verbal, electronic, written or other means.
2. **Cyber-bullying** includes bullying by electronic means, including:
 - creating a web page or blog in which the creator assumes the identity of another person;
 - impersonating another individual as the author of content or messages posted on the Internet;
 - communicating inappropriate material electronically to more than one individual, or posting material on a website that may be accessed by one or more individuals.
3. **Bullying**, in any form, has negative effects on:
 - a student's ability to learn;
 - healthy relationships and the school climate;
 - a school's ability to educate its students.

We **will not accept** bullying on school property, at school-related activities, on school buses or in any circumstances (e.g., online) where bullying has a negative effect on school climate. No form of bullying is acceptable and, when bullying occurs, we always consider the most appropriate way to respond to each situation based on a number of factors including the students' ages and their academic, personal and behavioural histories.

Despite our best efforts, research still indicates that sometimes children don't report when they are being bullied. If your child feels that he or she is being bullied, please encourage him or her to report the bullying immediately to his/her teacher or to the office. If you have any ongoing concerns or feel that an issue has not been resolved to your satisfaction, please call the Principal or Vice-Principal at the school.

School Code of Conduct Rules

Please note that the principal may apply these rules when the pupil's conduct outside school negatively impacts the school.

- Students must be allowed to learn.
- Teachers must be allowed to teach.
- The following behaviours are **not acceptable** for anyone in the school community:
 - physical, verbal, electronic, written or other means of sexual or psychological abuse (e.g., sarcasm, ridicule, humiliation);
 - assault;
 - bullying;
 - actions motivated by hate, bias or discrimination (e.g., on grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability);
 - damage to property in the school environment (including school grounds, buses, trips).

At all times, students at Harold Longworth are expected to:

- Attend school regularly, be on time and be prepared for all classes and school activities.
- Speak politely and respectfully to all members of our school community, refraining from abusive or profane language or offensive gestures.
- Behave in a courteous manner towards others, respecting individual differences (i.e., race, ability, sexual orientation, language or opinion).
- Demonstrate self control when dealing with conflict and express emotions in a socially acceptable manner.
- Refrain from any behaviour that may compromise the safety or well-being of others.
- Refrain from any behaviour that involves inappropriate physical contact.
- Treat all school property and the property of others with care and respect.
- Follow all established rules and the instructions of supervising staff.

Classrooms

Students will:

- Come to class prepared, on time and ready to learn.
- Participate fully in all academic activities and work to the best of their ability.
- Engage with their classmates and supervising staff to promote positive experiences and learning.
- Refrain from any behaviour that interferes with a teacher's ability to teach, or another student's ability to learn.

Washrooms

Students will:

- Go to the washroom one at a time with permission from supervising staff.
- Sign in and out of class.
- Use the washroom appropriately, wash their hands, and exit as quickly as possible.
- Refrain from bringing PED's to the washroom.

Indoor Recess

Students will:

- Remain seated and safe in their own rooms.
- Work or play at a quiet, appropriate activity.
- Maintain an appropriate noise level.
- Ask permission to use the washroom or to leave the classroom.
- Clean up before the bell rings.

Nutrition Breaks

Students will:

- Remain seated in their own desk.
- Keep garbage and recycling at their desk until instructed by the teacher to clean up at the end of the break.
- Place their garbage and recycling in the appropriate containers.
- Line up according to the routine.
- Maintain an appropriate noise level.
- Be dismissed by the supervising adult, not by the bell.

Outdoor Recess

Students will:

- Play safe, school-appropriate games, refraining from any aggressive or seemingly aggressive play.
- Obtain a pass to enter the building.
- Make wise choices about where to play (i.e., stay away from ice, puddles and mud).
- Stay within our established and supervised yard boundaries.
- Line up quickly at the end of recess.
- Remove hats as they enter the building.

Hallways/Stairways

Students will:

- Walk respectfully without disturbing others.
- Walk, not run, on the right hand side of the hall and stairs in single file.
- Visit lockers and hooks at appropriate, established times or with teacher permission.

Assemblies

Students will:

- Sit with their class.
- Remain seated for the duration of the assembly.
- Be respectful and listen actively to presenters at all times.
- Applaud appropriately.
- Look to their teacher for dismissal.

Entry & Exit

Students will:

- Line up at their designated spot ready to come in.
- Enter the school quietly when met by their teacher.
- Put their indoor shoes up on rack to keep the hallway clear.
- Walk on the right hand side of the hall and stairs.
- Use their designated door at dismissal time.

Personal Electronic Devices (P.E.D.s)

Students will:

- Be able to use their own P.E.D.s within the classroom (not in the hall, bathroom or outside) during nutrition break and indoor recess.
- Use a mature and responsible approach to their P.E.D., storing them safely away when not in use.
- Refrain from using cameras or any other recording devices without explicit permission from the teacher.
- Under some limited circumstances, be given permission by teachers during instructional time to use P.E.D.s

Dress Code

Students are expected to dress cleanly and neatly in a manner that lets them participate fully in all school activities. Outdoor clothing, including hats and caps, are not worn in class. Students change into indoor shoes after each entry. We ask that these indoor shoes have non-marking, rubber type soles.

During the winter season students should be dressed appropriately for the cold weather. Students go outside **every day** and should be prepared appropriately. Hats, scarves, mitts/gloves and warm coats are strongly recommended. When the weather becomes extremely cold, warm winter boots, heavy coats and snow pants should be worn. It is also advisable for younger students to have extra dry clothes at school, especially mittens and socks.

We appreciate your support to ensure that all clothing the students wear displays no offensive or oppositional messages, symbols or pictures. Alcohol, drug and tobacco advertisements are deemed inappropriate. The midriff and personal undergarments should be covered. Any clothing that is deemed immodest by the administration is unacceptable, (spaghetti strap tops, short shorts/ skirts). Students who are inappropriately dressed will:

- be required to cover up; or
- be sent home to change; or
- be provided with a school T-shirt.

It is recommended that students participating in physical education classes change into appropriate gym attire (shorts/track pants and T-shirt) along with indoor shoes with non-marking soles.

Due to allergies, we request that perfumes, colognes, after shave lotions and other perfumed products not be used.

Search & Seizure

If there is reason to believe that a student is in possession of a substance or prohibited material, please note that the school has the right to search school and personal property such as desks, knapsacks, purses, pencil cases, lunch boxes, etc. without prior notice or permission from any person. The police may from time to time be invited onto school premises to conduct their own searches, also without prior notice to or permission from any member of the school community.

School Code of Conduct Procedures

Arrival & Departure

Students are requested to time their arrival with the start of yard supervision at 9:00 a.m. Once they arrive, all students are expected to remain within the fenced-in, supervised area of the yard behind the school until the bell rings. To promote everyone's safety, students are not allowed to wait at the sides or the front of the school, where they cannot be seen by supervising staff. When the bell rings, students will line up and enter by their designated class entry/exit door.

All students are expected to leave school property after dismissal unless other arrangements have been made. Any student who feels threatened or unsafe on the way home is welcome to return to the school and report their concerns to the office.

Skateboards, rip sticks and other wheeled conveyances other than bicycles are **not permitted** at Harold Longworth due to safety concerns. Bicycles must be dismounted and walked on school property. It is highly advisable that bicycles be locked at the provided bike racks at the school and helmets are to be worn when riding. Please note that the school is not responsible for lost or stolen bicycles.

Attendance

Our school participates in the **Safe Arrival Program**. It is the responsibility of parents to contact the school if a student will be absent or late for the day. Messages may be left on the school answering machine outside of school hours or left with the school secretary before 9:00 a.m. The school secretary will attempt to contact parents at home or work if we have not received information regarding a student's absence. Students should bring a note upon return to the school explaining the reason for the absence. Students with numerous, unexplained absences/tardiness will be referred to the Board's Attendance

Counsellor for support.

Students who arrive after the entry bells are considered **late** and are required to report to the office. If a student is significantly late due to an appointment or family circumstance, please send a note explaining the reason for the delay in arrival. Students who need to leave the school early should bring a note and sign out at the office.

Lunch Time Arrangements

Most students eat lunches in their classrooms during the first Nutrition Break. The school staff provides supervision for students remaining at school during nutrition breaks. Students going home or out for lunch should plan to use the first Nutrition Break this purpose, and provide a signed note by a parent/guardian.

Students who are *chronically late returning from lunch* will incur consequences such as:

- make up the time at second Nutrition Break;
- suspension of the privilege of leaving school property for a period of time;
- suspension from school.

From time-to-time, the School Council offers special Hot Lunch days. Please note deadlines for orders. Late orders cannot be accepted due to advanced ordering practices. Should your child be absent the day of the special lunch, we cannot refund your money as we have pre-ordered and pre-paid. You are welcome to come to the school at the first Nutrition Break to pick up the order in the event of an absence.

Field Trip Transportation

From time-to-time students take field trips. The cost of busing on trips is divided amongst all students participating and cannot be avoided by parents/guardians providing their own transportation. Parent volunteers on field trips are expected to ride the provided transportation in order to assist with supervision and meet Ministry and Board established ratios for out of classroom programs.

Lost And Found

The student Lost and Found box is located on the main floor by the gymnasium/library. Many teachers also maintain a classroom Lost and Found. Careful labeling of items such as clothing and lunch bags will most likely ensure their return. At the end of each term, the contents of the Lost and Found box are put on display for students to peruse. Items deemed suitable for re-use are donated to a local charity. Please do not send any items of a valuable nature to school.

Valuables

Students are advised not to bring valuable items, such as jewelry, money, handheld gaming devices, walkie talkies, cell phones and compact disc players, to school. Harold Longworth and/or Kawartha Pine Ridge DSB cannot be responsible for the safe-keeping of personal belongings.

Lockers

Lockers are school property and are expected to be maintained in good condition. Lockers are subject to search by the school as per the "Search & Seizure" section above. Intermediate students will be assigned a locker on the first day of school. Combination locks can be purchased at a nominal cost from the school. If you supply your own lock, please ensure that it is a combination lock with a serial number on it. Key locks are not permitted.

It is the responsibility of the student to ensure that the locker is locked and the combination is kept confidential. Lockers are to be kept neat and clean. Students are encouraged to post a copy of their timetable on the inside of the locker doors. A mirror can be a useful addition. The school will not be responsible for personal losses when students have given out combinations or allowed other students to share the locker.

Textbooks And Library Books

Students are expected to maintain textbooks and library books in good condition, and return the assigned books when requested. If books are lost or damaged, the parent/guardian will be billed for the cost of replacement. The average cost of a textbook is \$45.00.

Internet Access

Students at Harold Longworth have teacher supervised Internet access with parent permission. Internet forms are sent home early in the 1st term for signature.

Instrumental Music

Students in Grades 7 and 8 participate in an instrumental music program, and able to sign out instruments for practice at home. The student is responsible for the care and safe keeping of this instrument, and is expected to return it each morning to the music room. If an instrument is not returned, the students will be asked to call home and have it delivered to the school. If instruments are lost or damaged, the parent/guardian will be billed for the cost of replacement or repair. The average cost of an instrument is \$450.00.

Messages & Office Telephone

The use of the office phone will be limited to student use for school related changes in plans (i.e. co-curricular activities, extra help). The school phone is not available for making changes in social plans.

Parent Note: Please talk with your children and review family plans for the day; for example, appointments, pick-up after school and/or other special arrangements. Changes in your child's regular routines can be communicated to the teacher through his/her agenda and/or by a handwritten note to the office. Telephone calls should be of an emergency nature only.

Strategies to Promote Positive Student Behaviour

Prevention Strategies

Schools in the KPR Board promote academic excellence through the character attributes of respect, responsibility, honesty, integrity, empathy, fairness, initiative, perseverance, courage and optimism, to enable all students to reach their full potential. Schools also use restorative practice, an approach that manages conflict by repairing harm and strengthening relationships. This strategy holds the individuals causing harm accountable for their actions and allows everyone – the person harmed, the person causing harm and others affected – to express the harm that was caused and any resulting needs. Restorative practice allows reparation (“making it right”), healing and reintegration, while preventing future harm. It may include responses ranging from informal conversations or meetings, to formal restorative conferences.

In addition, the Board's Code of Conduct sets clear standards of behaviour that are firm and fair. These standards apply to everyone in the school system – students, parents, guardians, volunteers, employees – whether on school property, on school buses, at school-related events or activities, or in other circumstances that could affect school climate. **Prevention strategies** are designed to:

- establish a positive school climate;
- maintain effective classroom management and discipline;
- encourage, reinforce and reward positive behaviour;
- promote social skills development;
- provide information regarding anger management programs;
- use peer counselling and conflict resolution;
- use effective, respectful home-school communication.

Supportive Intervention Strategies include:

- “teachable moments” (using a current situation or news story to teach students a valuable skill or lesson);
- verbal reminders, redirection and reinforcement;
- interviews, discussion and active listening;
- offering positive choices to support positive behaviour/citizenship;
- problem solving techniques including restorative practices;
- contracts for expected behaviour;
- appropriate outside agency support;
- school/Board/community resources;
- understanding of individual/group interactions and power imbalances within society;
- learning and information-sharing to better understand people and situations.

Community Threat Assessment Protocol

The KPR Board also has a Community Threat Assessment Protocol (CTAP) in place with many local agencies and police services. When student behaviours pose a potential threat to safety or risk of serious harm, the CTAP helps principals take immediate steps to protect student well-being and respond to threatening incidents. Please speak with the principal for further information on this protocol.

Consequences for Unacceptable Behaviour

Consequences for unacceptable behaviour are appropriate to the individual, circumstances and actions. Schools use progressive discipline with a range of responses, supports and restorative practices that promote positive behaviour and inclusive school cultures. Consequences are firm, fair, clear and appropriate to the student’s age and development. They include learning opportunities, to reinforce positive behaviours and help students make good choices. For students with special education needs, consequences and supports are consistent with the student’s Individual Education Plan (IEP). The Board, principals and vice-principals consider all mitigating and other factors, as required by legislation. Progressive discipline and restorative approaches are outlined in detail in the Safe, Caring and Restorative Schools Manual for administrators.

Consequences shall be appropriate to the individual, related to the circumstances and/or actions and progressive when appropriate.

Harold Longworth staff strive to provide a **consistent** approach to misbehaviours taking individual differences into consideration. Occasionally, a student may misbehave and not abide by his/her responsibilities. When this occurs, students need to experience effective discipline; one that clearly demonstrates to students that logical consequences follow inappropriate behaviour. In this regard, students need to:

- know they have done wrong;
- take responsibility for their actions;
- solve the problem and accept the consequences;
- have their dignity left intact.

When logical consequences are applied, individuals are better able to take responsibility for their actions and problems are resolved.

Inappropriate behaviour can be categorized as minor or major. Minor events are usually dealt with immediately by the adult involved, usually the teacher. Logical consequences are generally related directly to the problem. For example, time-out on the yard may result from playing too roughly. When minor offences continue, parents are contacted to assist the school with a resolution.

Major incidents are another matter. The action taken is determined by the seriousness of the problem. At the most extreme is suspension from school. Major events range from deliberate serious bodily harm to another individual, persistent noncompliance to authority, and deliberate noncompliance with the behavioural expectations of the school.

Consequences may include one or more of the following:

- warnings;
- time-outs;
- time-owed;
- restricted privileges;
- apology;
- restitution (e.g., paying for damage, doing community service);
- suspension; or
- expulsion.

The principal, or his/her designate, **will consider suspending** a student if he/she believes that the pupil has participated in any of the following infractions:

- Uttering a threat to inflict serious bodily harm on another person;
- Possessing alcohol or illegal drugs;
- Being under the influence of 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 pupil's school or to property located on the premises of the pupil's school;
- Bullying. By definition, bullying is 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 to the individual's reputation or harm to the individual's property, or creating a negative environment at school for another individual.
 - the behavior 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.
 - behaviour includes the use of any physical, verbal, electronic, written or other means.
- Cyber-bullying includes bullying by electronic means including:
 - creating a web page or blog in which the creator assumes the identity of another person,
 - impersonating another individual as the author of content or messages posted on the internet; and
 - communicating inappropriate material electronically to more than one individual, or posting material on a website that may be accessed by one or more individuals.
 - bullying adversely affects a student's ability to learn.
 - bullying adversely affects healthy relationships and school climate.
 - bullying adversely affects a school's ability to educate its students.
 - bullying will not be accepted on school property, at school related activities, on school buses or in any other circumstances (e.g. on-line) where engaging in bullying will have a negative impact on the school climate.
- Persistent opposition to authority.
- Habitual neglect of duty.
- The willful destruction of school or Board property.
- The use of profane or improper language.
- Conduct injurious to the moral tone of the school, or to the physical or emotional well-being of one-self or others in the school.
- Being involved in a physical altercation.

As required by law, a student **shall be suspended and considered for expulsion** on the following grounds:

- Possessing a weapon, including 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 illegal drugs.
- Committing theft.

- Providing alcohol to a minor.
- Bullying, if:
 - the pupil has previously been suspended for engaging in bullying, and
 - the pupil's continued presence in the school creates an unacceptable risk to the safety of another person.
- Any incident, including bullying, that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression or any similar factor (e.g. socio-economic status, appearance).

In accordance with provincial directives, a student **may be suspended, and expulsion considered**, if:

- the pupil commits an infraction in the school community, which has an adverse effect on the school;
- the pupil's pattern of behaviour is so "refractory" (unmanageable) that the pupil's presence is harmful to the learning environment; and
- the pupil has taken part in activities that:
 - cause the pupil's presence to be harmful to the physical or emotional well-being of others in the school;
 - cause extensive damage to property at the school or to property located on the premises of the pupil's school;
 - the pupil's pattern of behaviour has shown the pupil has not prospered by the instruction available, and the pupil persistently resists changing their behaviour.

Where illegal activities – including those noted above – take place, schools also involve their local police service. The School Board – Police Protocol guides police involvement in schools.

Partnerships For Success

We thank all parents/guardians for their dedication to the safety and academic success of all students by assisting the efforts of school personnel to deal with the various discipline issues that arise. The partnership and commitment of parents is appreciated and we ask for your assistance by:

- Reinforcing appropriate behaviour in your child.
- Helping to promote positive decision making.
- Following up and discussing inappropriate behaviour with your child.
- Supporting school-based consequences.