



Winston Churchill Public School Code of Behaviour



Ensuring the safety of all students and staff is of the utmost concern. A positive school climate is necessary to support an inclusive, responsive learning environment for all students and to maximize student success. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviour and interactions. The Whole School Approach including parents, students, staff, and community partners is critical to promote a positive school climate and acceptance for all.

RESPECT	
Expected Behaviour	Reasons for Expected Behaviour
<ul style="list-style-type: none"> • respect differences in people, their ideas, and their opinions • respect all members of the school community, especially persons in positions of authority • treat one another with dignity and respect at all times, especially when there is a disagreement • respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability • respect the rights of others • respect self and others by wearing appropriate clothing. Clothing should be free of any symbols or slogans which may be offensive to any member of the school community. Hats will not be worn within the building. Appropriate dress for specific program/activities (i.e., proper shoes for physical education) is required. • use respectful language at all times. The opposite of respectful language is disrespectful language which includes: name calling, swearing, crude, rude or obscene language, spoken, written, implied, or gestured 	<p>All members of the school community have the right to:</p> <ul style="list-style-type: none"> • be treated with respect and dignity • an environment where conflict and differences can be addressed in a manner characterized by respect and civility • have a right to the use of non-violent means to resolve conflict • a learning environment free from the influences of drugs and alcohol • an environment conducive to learning

CIVILITY AND RESPONSIBLE CITIZENSHIP	
Expected Behaviour	Reasons for Expected Behaviour
<ul style="list-style-type: none"> • seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully • take appropriate measures to help those in need • demonstrate honesty, compassion and integrity • participate appropriately in the civic life of the school community • use appropriate language • show proper care and regard for school property and the property of others • participate in recycling, reducing and reusing programs as well as other programs to keep our school beautiful 	<p>Responsible citizenship involves:</p> <ul style="list-style-type: none"> • appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others. • taking care of our school buildings, furniture and supplies • understanding that the costs associated with vandalism and theft are an additional financial burden to students, their parents/guardians and other taxpayers • understanding that we all have a role to play in protecting our environment and reducing our energy consumption

ACADEMIC EXCELLENCE

Expected Behaviour	Reasons for Expected Behaviour
<ul style="list-style-type: none"> • each student is expected to maintain good work habits by: <ul style="list-style-type: none"> ▶ completing all homework, assignments, and projects as directed by the required deadline ▶ making up missed work ▶ coming to class prepared and ready to participate (with the necessary books, pens, calculators, gym wear, etc. as appropriate) ▶ participating constructively in class • each student is expected to maintain regular attendance • to be punctual • to notify the school in case of absences and late arrivals • to demonstrate academic honesty. They are expected to submit work which represents their own efforts and acknowledge the source of information used in completing their work. 	<ul style="list-style-type: none"> • Students who are engaged in the learning process are more successful • good work habits learned and practised in school will be valuable throughout life • becoming responsible for the organization and maintenance of school work and supplies is an important life skill • participation during classes provides another assessment opportunity so that teachers can measure student performances and plan for supports • good attendance helps students achieve goals and benefit from all school activities and services • arriving late interrupts the learning of others • students have the right and responsibility to be assessed and evaluated on their own work

SAFETY

Expected Behaviour	Reasons for Expected Behaviour
<p>All members of the school community must:</p> <ul style="list-style-type: none"> • treat others in a kind, inclusive and respectful way • use "hands for helping, not hurting" • respect the cultural, religious and racial differences of others. • treat all areas of the school and the school property with respect and keep them free of damage. • use and take things that are only their own • respect the personal space of others • show good judgement when selecting items to bring to school, items that would not threaten or intimidate others • keep our school free of alcohol or illegal drugs <p>Behaviours contrary to the above include: engaging in bullying behaviours; using an object to threaten or intimidate another person; causing injury to someone with an object; engaging in hate propaganda and other forms of behaviour motivated by hate or bias; committing vandalism; being in the possession of, under the influence of or providing others with alcohol or illegal drugs; inflicting or encouraging others to inflict bodily harm on another person.</p>	<p>All members of the school community have the right to be safe and to feel safe in their school community.</p>

Students are to comply with the behaviour expectations while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate.

The purpose of this code of behaviour is:

- to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
- to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
- to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
- to encourage the use of non-violent means to resolve conflict
- to promote the safety of people in school

Bullying Awareness, Prevention, and Intervention

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.

Staff are teaching students to identify bullying behaviour and giving them tools to respond and to stop it from happening as part of our awareness and prevention strategies.

Bullying is typically a form of repeated, persistent and aggressive behaviour directed at another person that is intended to cause (or should be known to cause) fear, distress and/or harm to that person's body, feelings, self-esteem or reputation. Bullying occurs when there is a real or perceived imbalance of power. Bullying can be physical, verbal, social, or occur through electronic (cyber) communication.

When someone experiences or observes bullying behaviour, he/she is expected to report it to a teacher, teaching assistant or school administrator immediately. Bullying behaviour will be addressed using a progressive discipline approach with a range of interventions and consequences.

Bullying Prevention Program

Everyone at Winston Churchill Public School is committed to making our school a safe and supportive learning environment for all students. We will treat each other with respect and we will refuse to tolerate bullying in any form at our school. As stated above, bullying is typically a form of repeated, persistent and aggressive behaviour directed at another person that is intended to cause (or should be known to cause) fear, distress and/or harm to that person's body, feelings, self-esteem or reputation. Bullying occurs when there is a real or perceived imbalance of power. Bullying can be physical, verbal, social, or occur through electronic (cyber) communication.

Students prevent bullying by:

- treating each other respectfully
- refusing to bully others
- refusing to let others be bullied
- refusing to watch, laugh, or join in when someone is being bullied
- trying to defuse bullying situations by telling the bully to “cool it” and stop
- trying to include everyone in play, especially those who are often left out
- support those being bullied with words of kindness
- reporting bullying to an adult

Staff at our school will do the following to prevent bullying and help children feel safe at school:

- report all students who exhibit a pattern of bullying behaviour
- closely supervise students in all areas of the school and school grounds
- watch for signs of bullying and stop it when it happens
- respond quickly and sensitively to bullying reports
- take seriously parents' concerns about bullying
- look into all reported bullying incidents
- assign consequences for bullying based on Winston Churchill's Code of Behaviour

- provide a safe environment for students who report bullying
- provide programming within the classroom that assists students in developing the skills to prevent and cope with conflict and bullying situations (ie. Kelso's Choices, etc.)
- provide supports for students who exhibit bullying behaviour to learn alternate ways to interact socially or manage conflicts
- provide supports for students who have been victims of bullying situations

Progressive Discipline

The school encourages, supports and recognizes acceptable behaviour in our students through a variety of positive practices. Progressive discipline is an approach that makes use of a continuum of interventions, supports and consequences, building upon strategies which promote positive behaviours.

We encourage students to take responsibility for their behaviour and to accept the consequences of their actions. A progressive discipline approach will be used to deal with inappropriate behaviour. This may include: oral reminders, review of expectations, contact with parent(s)/guardians(s), written reflection, volunteer services in the school community, conflict mediation and resolution, peer mentoring, and/or referral for support services.

We recognize that each student is a unique individual and that every situation that requires disciplinary action has its own set of extenuating circumstances. All factors that may have affected the student's behaviour will be considered before progressive discipline is applied. Students who behave inappropriately will receive a developmentally appropriate consequence. For a student with special education or disability-related needs, all progressive discipline approaches will be consistent with his or her Individual Education Plan and his or her demonstrated abilities.

Suspension and Expulsion

As part of progressive discipline, the school may also use suspension and/or expulsion for serious incidents as outlined in the Limestone District School Board's Safe Schools Policy.

Before considering whether to impose a suspension or make a recommendation for an expulsion, a principal must consider mitigating and other factors.

A principal or vice principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- swearing (written or verbal) at a teacher or at another person in a position of authority
- bullying
- uttering a threat to inflict serious bodily harm on another person
- committing an act of vandalism that causes extensive damage to school property
- possessing alcohol or restricted drugs
- being under the influence of alcohol or restricted drugs
- committing any act considered by the principal to:
 - < have a negative impact on the moral tone of the school
 - < have a negative impact on the physical or emotional well-being of one or more school community members
 - < be contrary to the school or Limestone Board Codes of Conduct.

A principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity, or in other circumstances where engaging in the activity will have an impact on the school climate. For the following incidents the principal will suspend and will also consider recommending to the Board's Discipline Committee that a student be expelled:

- physically assaulting another person causing bodily harm that requires medical treatment
- possessing a weapon or using a weapon to threaten or frighten another person
- trafficking in restricted drugs or weapons
- giving alcohol to a minor
- committing robbery
- committing sexual assault
- bullying, if the student has been previously suspended for engaging in bullying **and** the student's continuing presence in the school creates an unacceptable risk to the safety of another person
- any activity that a principal or vice principal shall consider for suspension that is motivated by bias, prejudice, or hate

behaviour that:

- < is significantly detrimental to the school climate and/or to the physical or mental well-being of others, whether the incident occurred at school or outside of the school
- < causes extensive damage to school property
- < causes his/her continued presence at the school to pose an unacceptable risk to other members of the school community
- < a pattern of behaviour so inappropriate the student's continued presence is detrimental to the effective learning or working environment of others
- < demonstrates a persistent resistance to changes in behaviour that would enable him or her to be successful
- < is a serious violation of the school or the Limestone Board Codes of Conduct.

Tobacco Products, Alcohol, and Illegal Drugs

The school recognizes the benefits of a tobacco-free environment to all persons. By law, smoking is not permitted at the school, on Board property, on school buses or while attending any school-related activity. School property includes cars that are on school grounds and all lands to the edge of the street.

Alcohol and restricted drugs may be addictive and represent a health hazard. Possessing, using, trafficking in, or providing others with restricted drugs and/or alcohol is illegal and is unacceptable at the school, on Limestone property or at any school-related event or activity at any time. Lighters and drug-related paraphernalia that can be used for substance abuse are not permitted on school property.

Weapons

Possessing or displaying weapons of any kind, including real, toy or replica, and all other objects that could inflict or threaten bodily harm, including all types of knives, are not permitted at the school, on any Limestone Board property, or at any school-related event or activity at any time. Any weapon found will be confiscated, and potentially involve police contact, forfeiture of the item, and disciplinary consequences.

Dress Code

The standards for dress at the school are based on common sense and are intended to support the comfort, safety and modesty of all students. There is a strong relationship between neat, clean and appropriate clothing and a positive learning environment.

Clothing should be free of any symbols or slogans which may be offensive to any member of the school community. Hats are *not* to be worn within the building (but are encouraged during outdoor activities). Appropriate dress for specific programmes/activities (i.e., proper shoes for physical education) is also required. During warmer weather we have needed to be more specific in helping students to determine the appropriateness of their dress at school. These are some guidelines to assist parents and students make decisions about whether or not their dress is appropriate for school.

- < Undergarments must not be visible
- < Straps on tops must be at least three finger widths wide. For reasons of sun-safety, students are encouraged to wear tops that cover the entire shoulder.
- < Midriffs must be covered
- < Shorts must be long enough so that when placing arms down at ones side, shorts are below the fingertips.

Lockers and Desks

Assigned lockers and/or desks are school property and should be kept clean and in good condition. The locker and/or desk are on loan to students, and the school has the right to access all lockers and withdraw locker privileges if necessary. The school has the right to access all desks and/or lockers. While in use, students are to keep lockers and desks in good condition. When lockers are open, their contents are on display to everyone. For this reason, students are not to post pictures or slogans that are inappropriate or of bad taste. Students will be asked to remove such material should it be displayed and repeated offences will result in more serious consequences. Graffiti which is written or scratched into lockers or on desks are acts of vandalism and will be treated accordingly. The school is not responsible for lost or stolen goods. Do not store valuables or money in desks or lockers.

Building Positive Places to Grow and Learn Together - What You Need to Know

As part of the Safe Schools requirements for schools and the amended Threat Assessment Protocols for the Limestone District School Board, this is information in a condensed form to give you an overview of the efforts made to provide the safe and inclusive education opportunities our students deserve. It is important for all students and parents to be aware of these school safety procedures.

All schools have established procedures for Shelter in Place, Hold & Secure, Lockdown, and Evacuation. Staff and students will be trained in how to implement the procedures. As with fire drills, lockdown drills will be held without the prior awareness of students and/or staff.

Threats to School Safety

In order to facilitate common understanding among all community partners, school boards across Ontario, police services, Emergency Medical Services, and fire safety officials are using the following terminology:

- **Shelter in Place** - used for an environmental or weather-related situation where it is necessary to keep all occupants within the school (protecting them from an external situation) Examples: chemical spills, blackouts, explosions or extreme weather.
- **Hold and Secure** - used when it is desirable to secure the school due to an ongoing situation outside but not related to the school Example: Bank robbery occurring near a school but not on property. School functions normally with exterior doors locked until the situation is resolved.
- **Lockdown** - used only when there is a major incident or threat of school violence within the school. Overuse or misuse of this high level might result in not taking the lockdown seriously, so please note that two lockdown drills for each school year will occur.
- **Evacuation** - used in the event that students and staff must leave a school building due to some environmental concern in the school. Example: gas leak in the school or fire.

Student Records

Over the course of the school year as part of its mandate to educate its students, the Limestone District School Board under the authority of the Education Act, as amended, will collect personal information about each student from both the student and his/her parent(s)/guardian(s). The information collected may be written, oral or visual. This personal information will be used to register and place the student in a school or for a consistent purpose such as the allocation of staff and resources and to give information to other employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and that may be required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. For more information regarding Ontario Student Records (OSR) and mandated components of these records, please go to...

<http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.pdf> For questions about this collection of information for the OSR, please speak to your school principal or the LDSB Manager of Information Technology Services & Planning, Wayne Toms, at 613-544-6920.

Accessing Student Records

Each student and the parent/guardian(s) of a student who is not an adult (that is, a student who is under the age of eighteen) may request a meeting to review the contents of the Ontario Student Record (OSR).

If the student or the parent/guardian(s) of a student who is not an adult (that is, a student who is under the age of eighteen) reviews the OSR and wants something removed, they may formally appeal to the principal. For more information, please go to...
<http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.pdf>

Children in Need of Protection

In April 2000, the amended Child and Family Services Act came into effect. This legislation has an impact on everyone in our community. For the school system, every person who has reason to believe that a child is or may be abused or neglected must report his/her suspicions immediately to the Children's Aid Society. The Limestone District School Board is fully committed to supporting staff in meeting the legal requirements of the act.

This law means that:

- School staff do not have a choice if they suspect that a student is or may be in need of protection. They MUST report their suspicions to the Children's Aid Society.
- When staff report concerns to Children's Aid, they must also share with Children's Aid any information about the concern which might otherwise be confidential.
- It is not the school's responsibility to investigate suspicions, evaluate the situation, or assign blame.