



## **CODE OF CONDUCT**

### **Code of Conduct**

The Walter Whyte School (WWS) Code of Conduct has been developed in accordance with the Lord Selkirk School Division Code of Conduct and the guidelines from the Province of Manitoba. All students and staff are expected to conduct themselves in a respectful manner and comply with the code of conduct.

This Code of Conduct applies to all students while at school, on school buses, at school-sponsored events, whenever a student is representing the school, in all communications related to school events and in all interactions among students and between students and school staff. The Code applies to student behavior online and in electronic communications (for example, posting pictures and chat room participation) and other instances that could have an impact on the school climate.

### **Goal**

WWS is committed to providing a safe, caring, inclusive and respectful learning and teaching environment for all members of our school family. The goal is to create and maintain a positive school culture and climate where all members feel welcome, accepted, and valued.

WWS students are expected to be respectful and responsible citizens, who are engaged in their learning, conduct themselves in a safe manner and are always kind to one another.

### **Expectations of Respectful Conduct (Behavior)**

#### **Students Will:**

- behave in a respectful manner and comply with the Code of Conduct
- demonstrate and support a safe, respectful, and caring learning environment.
- demonstrate respect for themselves, others, school property and property of others.
- attend school regularly and punctually and come to class prepared.
- dress appropriately for a K-Gr. 9 public school setting. Clothing must be free of hate, gang membership, or images that portray violence, alcohol, drugs, racial comments, obscene words, or sexual statements.
- complete assigned tasks at school and at home to the best of their ability.
- engage in their learning and strive for academic excellence.
- report incidences of bullying and/or cyber bullying to school personnel.
- resolve conflicts peacefully through discussion or by seeking assistance from school personnel.



## **CODE OF CONDUCT**

### **Staff will:**

- provide a positive, caring, safe and respectful classroom and school environment which accommodates student activity that promotes an environment that is inclusive of all students.
- communicate information about student progress, attendance and behaviour to students, parents/guardians and administration.
- respect all confidential information.
- dress appropriately for a K- Gr. 9 school environment.
- provide relevant learning experiences based on the diverse needs of all students.
- implement intervention strategies offered through a continuum of support and services.
- ensure that the interventions and responses used or implemented in carrying out duties to maintain order and discipline in school are appropriate, given the frequency and severity of the disciplinary violation, the student's state of development, the student's ability to comply and the amount of support required.
- assist students in resolving conflicts peacefully, and report to the Administrator unacceptable student conduct as soon as reasonably possible.
- report and act on any instances of cyberbullying, even if it takes place outside of school hours.

### **Safe Schools**

Students, parents and staff all share the responsibility of creating a positive school climate where all students at WWS feel safe and respected, allowing them to reach their full potential. We recognize there are socially acceptable standards of behaviour and accept responsibility to promote and maintain these standards.

### **Unacceptable Behaviours**

In accordance with the Manitoba Provincial Code of Conduct, behaviours that will not be tolerated at WWS and that will be dealt with immediately include but are not limited to the following:

- bullying or abusing physically, sexually or psychologically, in writing, verbally or otherwise;
- discriminating unreasonably on the basis of any characteristic set out in subsection 9(2) of The Human Rights Code.
- Threats to others either verbal, physical or on social media.
- using, possessing, or being under the influence of alcohol, cannabis (marijuana) or illicit drugs at school
- gang involvement
- possessing a weapon, as "weapon" is defined in section 2 of the Criminal Code (Canada)
- inappropriate use of electronic mail, the Internet, cell phones and electronic communication devices, including accessing, uploading, downloading or distributing material that the school has determined objectionable, students taking photos, video recordings and images of staff or students on school property without the permission of authorized school personnel.



---

## **CODE OF CONDUCT**

### **Approach to Discipline**

#### **Proactive & Intervention Strategies**

LSSD and WWS believes that today's students need to learn more than just academics, they need to learn life skills to be able to successfully manage tasks, form positive and healthy relationships, practice self-regulatory behaviours, solve everyday problems and adapt to life's daily demands.

WWS engages in proactive strategies that focus on social responsibility and positive behavior in preventing and changing challenging behaviours. When these approaches to challenging behaviours are unsuccessful, other interventions and consequences may be necessary.

#### **Interventions and Disciplinary Consequences**

##### **Informal Discussion**

School personnel will talk with the student to reach an agreement regarding the student's behaviour. The parent/guardian shall be contacted as required.

##### **Withdrawal from Classroom Setting**

Where specific student conduct is deemed to have a negative impact upon the classroom learning environment, the student may be withdrawn to a supervised alternate location to complete their assignment. Such withdrawal would normally be temporary, but when a prolonged withdrawal is recommended, the parent/guardian shall be informed.

##### **Removal of Privileges**

Privileges such as access to the playground, extracurricular activities, and/or bus transportation may be removed under certain circumstances. The parent/guardian shall be informed as required.

##### **Parental/Guardian Involvement**

Contact is made with the parent/guardian(s) to discuss the student's specific behaviour and the steps that must be undertaken to change it. The contact could vary from a telephone conversation to a formal conference at the school with the parent/guardian, student, and school personnel.

##### **School Counsellor/Administrator**

The school counsellor and/or Administrator meets with the student with a specific goal to develop a plan for changing and improving student behaviour.



## **CODE OF CONDUCT**

### **Formal Interview**

A conference is held with the student, the school team, and the parent/guardian to develop a plan for changing and improving the student's behaviour.

### **Behavioural/Performance Contract**

In some instances, the student is required to meet specific behavioural standards in order to avoid more severe consequences. Such expectations are developed among the school, the parent/guardian, and the student. Outcomes are clarified to meet the behaviour standards agreed upon. Such an agreement is documented, with copies provided for all concerned parties.

### **Student Services**

A referral may be made to school division student services personnel who can assist school personnel in the remediation of inappropriate student conduct. Such involvement may include a level of counseling and/or clinical support for the student that is in addition to any school-based programming. Parents/guardians will be involved in this process. Parental/guardian permission must be obtained for students under age 18, prior to any specialized assessments being initiated.

### **Restitution**

Restitution is a disciplinary action intended to teach students that when they behave inappropriately it is their responsibility to repair the harm. Using a restorative approach can encourage students to make better choices and help them to correct their mistakes. Staff support students in viewing mistakes as learning opportunities where lagging skills can be explicitly taught.

In some cases, the student and/or parent/guardian shall be required to compensate for damages incurred to school division property by the intentional or negligent act of a child. Such compensation may be monetary in nature but could take alternative forms such as community service.

### **Outside Agency/Community Involvement**

In some cases, the student's behaviour may involve a violation of the law (e.g. drugs, theft or assault) and police involvement will be required. Parents/guardians will be informed immediately of any such action, unless directed otherwise by the police.

Other circumstances may require a referral to Manitoba Child and Family Services. The safety of the student and others will be the key determining factor for such action.



## **CODE OF CONDUCT**

### **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 to the school's educational purpose, suspension is sometimes necessary to ensure the safety of others in the school. Suspensions are applied when other strategies and/or disciplinary measures have been found to be ineffective, or when the student's behaviour disrupts the learning of others, endangers fellow students, teachers or school officials, or damages property.

Alternative programming will not be provided for students who are suspended for more than five days. A student-specific plan shall be developed for all students who have been suspended (out of school) more than two times during a given school year.

### **Re-entry following Suspension**

Following a suspension, a re-entry meeting will take place involving the student, administration, parent/guardian and appropriate team members, before the student returns to school.

### **Expulsion**

Expulsions are applied when a student's behaviour has been a serious danger to other students, teachers, school officials or school property, or when the behaviour has been shown to be habitual. Expulsion is a function of the board of trustees. Alternative programming shall be provided for students under the age of 18 who are expelled.

## CODE OF CONDUCT

### **Threat Assessment**

WWS takes all threats seriously, whether verbal, physical or on social media. All threats will be addressed taking into consideration the frequency and severity of the threat as well as the child's age and level of development. Parents/guardians will be notified of any incidence of threatening behaviour.

For high-risk threats, a threat assessment will go into effect. The purpose of the threat assessment process is to use the best knowledge, skill and experience available in our Division to assess high-risk threatening behaviours so that appropriate interventions can be identified to protect individuals from harm and ensure a climate of safety in schools and the community.

In the event that such a situation arises, the resulting investigation will be extensive in scope and will include the involvement of Student Services personnel. Any student who poses a high risk to self-harm or to harm others will undergo an intense investigation. All high-risk behaviours will be taken seriously, and high-risk students will be assessed accordingly. When a high-risk threat to self-harm or to harm others occurs, it is essential to assess safety, put in place the required interventions, analyze appropriate next steps and determine appropriate consequences. No student who has posed a threat of harm to themselves or to others will be permitted to attend school until safety is assured.

WWS Staff will ensure that any disciplinary interventions used are appropriate given the frequency and severity of the behaviour and the student's age or state of development. In every situation, when selecting appropriate consequences, school staff will 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. Reasonable accommodation will be given for students with exceptional learning needs that affect their behaviour, taking into account the student's ability to comply with disciplinary measures. Interventions and consequences may be applied as appropriate to the context, but they need not be applied in the order they appear in this document.

The principal maintains the authority to determine which consequence is appropriate in a given situation.

***At WWS we share the responsibility to work together with our families to provide a safe, caring and respectful school environment for all students, allowing them to feel accepted, valued and safe. It is within this environment that we provide a foundation that will allow each student to thrive and reach their full potential as a WWS citizen.***