



Code of Conduct

Introduction

Park West School Division is dedicated to providing a safe and nurturing learning environment for students and a comfortable working environment for staff and stakeholders. In alignment with the Manitoba Education “Safe and Caring Schools” directive, we emphasize proactive supports to minimize the use of suspension. Our approach focuses on preventative measures, restorative practices, and community involvement to support positive student behaviour.

The standards of behaviour outlined in the Code of Conduct shall apply to all members of the school community, including students, parents/guardians, staff members, school board Trustees, volunteers, and visitors.

Safe Schools Legislation

This Code of Conduct aligns with the Safe Schools Charter of Manitoba, which outlines behaviour expectations for students and staff. Unacceptable behaviours include, but are not limited to:

- **Bullying:** Including cyber-bullying, physical, sexual, or psychological abuse.
- **Inappropriate Electronic Use:** Misuse of email, internet, and digital communication devices, including unauthorized recording of individuals on school property.
- **Discrimination:** Any unreasonable discrimination based on characteristics outlined in the Manitoba Human Rights Code.
- **Substance Abuse:** Use, possession, or influence of alcohol or illegal drugs on school grounds.
- **Gang Involvement:** Participation in gang-related activities on school property.
- **Weapons:** Possession of weapons as defined in the Criminal Code of Canada.

Policy Statements

Park West School Division acknowledges its responsibility to maintain a safe educational environment. Discipline, especially self-discipline, is essential to education, teaching students to understand societal values and accept responsibility for their actions.

We will implement effective measures for addressing inappropriate behaviours, including preventative strategies and disciplinary actions as outlined in relevant legislation and board policies.



Definitions:

- **Proactive Support:** Interventions aimed at preventing behavioural issues before they arise.
 - **Restorative Practices:** Approaches that emphasize repairing harm and restoring relationships.
 - **Behaviour Support Plan:** An individualized plan for addressing specific behavioural challenges.
 - **Out-of-School Suspension (OSS):** A dismissal from school for disciplinary purposes.
 - **In-School Suspension (ISS):** Temporary removal from regular classrooms while under supervision.
 - **Exclusionary Practices:** Disciplinary actions that remove a student from their usual educational setting.
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Review and Evaluation

Schools may enhance this Code of Conduct by developing tailored behavioural codes. Annual reviews will ensure alignment with objectives and effectiveness. Data collection will inform future refinements.

Roles and Responsibilities

Staff Responsibilities:

- Provide diverse, relevant learning experiences.
- Create a respectful and safe classroom environment.
- Foster a positive school culture.
- Communicate student progress and behaviour to relevant parties.
- Respect confidentiality and cultural diversity.
- Engage in professional development on restorative practices.

Student Responsibilities:

- Be polite, respectful, and cooperative.
- Develop self-discipline and resolve conflicts peacefully.
- Contribute to a safe and caring environment.
- Respect school property.

Parent/Guardian Responsibilities:

- Encourage academic effort and respect for authority.
- Maintain regular communication with the school.
- Ensure punctual attendance and support their child's success.
- Promote peaceful conflict resolution.



Proactive Strategies

The most critical step to building a safe, respectful, and productive learning environment is establishing a positive school climate where students and adults have strong, positive relationships and students understand what is expected of them as learners in the school

Some key components for fostering a positive school climate include:

- Engaging in character education and inclusivity initiatives.
- Communicating, teaching and modelling the positive behaviours students are to exhibit in the classroom and other parts of the school throughout the day.
- Ensuring classroom structures and procedures maximize student engagement and provide regular positive reinforcement of desired behaviours and early correction of inappropriate behaviours.
- Encouraging student participation in meaningful roles and activities that increase prosocial behaviors and promote a safe, caring and inclusive environment.
- Establishing, maintaining and strengthening positive working relationships with parents, guardians, community members, and organizations.
- Supporting student and staff activities that promote understanding and respect for all.
- Using early identification systems to monitor and support at-risk students.

Response to Behaviour

Effective student management teaches students appropriate behaviour and incorporates an appropriate range of consequences. The division will apply a wide range of consequences for behaviour that interferes with safety, learning and work. The consequences which are applied will depend on the severity of the incident, the diverse needs of the student and the frequency of the behaviour. The following is a list of some options available when working with students regarding their behaviour.

Guidelines for addressing behaviour include:

- Utilize restorative practices focusing on dialogue and understanding.
- Explore alternative consequences to suspension, such as community service or reflective assignments.
- Before any disciplinary action, consider proactive supports such as community service, restorative practices, and behavioural contracts.



Intervention Strategies

Park West School Division employs a range of interventions for inappropriate behaviour. The response depends on the severity and frequency of the behaviour. Possible interventions include:

- **Informal Interview:** Discussion with the student about behaviour; parental contact as needed.
- **Parental Involvement:** Engaging parents in discussions about specific behaviours.
- **Formal Interview:** Creating a behaviour change plan with the student and parents.
- **Support Personnel Involvement:** Consulting divisional support staff for intervention plans.
- **Detention:** Detaining students for inappropriate behaviour, with parental notification for extended detentions.
- **Withdrawal:** Temporary removal from class to complete assignments in a supervised setting.
- **Removal of Privileges:** Limiting access to school facilities or activities as necessary.
- **Restitution:** Compensating for any damages caused.
- **Behavioural Contract:** Formalizing expectations in a written agreement.
- **Student Services:** Involvement of support staff for behaviour management.
- **Outside Agency Involvement:** Engaging law enforcement or child services when necessary.
- **In-School Suspension (ISS):** Assigning students to a supervised area with assigned work.
- **Out-of-School Suspension (OSS):** Temporary exclusion from school for serious infractions, with required notification to parents.
- **Expulsion:** Permanent removal for severe or habitual misconduct.
- **Threat Assessment:** High-risk behaviours will undergo thorough investigation, involving necessary agencies to ensure safety.

Suspension Protocol

Suspension is the temporary stopping of a student's right to attend school. When a student's conduct is deemed injurious to the welfare of the school or injurious to the school's educational purpose, suspension is sometimes necessary to ensure the safety of others in the school. Suspensions are applied when other 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.

Suspensions will be considered as a last resort, only after all proactive supports have been attempted. Schools will provide comprehensive reintegration support for students returning from suspension.



Threat Assessment

The purpose of the threat assessment process is to use the best knowledge, skill and experience available 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. All high-risk behaviours will be taken seriously, and all high-risk students will be assessed accordingly.

Other Agencies

In some circumstances, a student's behaviour may involve violation of the law (e.g. drugs, theft or assault) and police involvement may be required. Parents/guardians will be informed immediately of any such action unless police direct otherwise. Other circumstances may require a referral to Manitoba Child and Family Services or other community-based programs/agencies. In all circumstances, the safety of the student and others will be the key factor for determining such action.

Support for Victims

In cases of bullying or discrimination, specific measures will be implemented to support victims, including counseling services and clear reporting mechanisms.

Emergency Procedures

Enhanced direction may be provided for behaviour during emergencies, emphasizing the importance of cooperation and respect for authority figures.

Recognition of Positive Behaviour

Positive behaviour will be recognized and rewarded through various initiatives to encourage a supportive school climate.

Appeal Process

Students and parents/guardians can appeal decisions as follows:

1. Discuss the issue with the teacher.
2. If unresolved, appeal to the principal.
3. Further appeals can be made to the superintendent and then to the board of trustees.



Monitoring and Review

This Code of Conduct takes effect immediately and will be reviewed regularly to ensure ongoing relevance and effectiveness in maintaining a positive educational environment.

We will regularly collect and analyze data on student behaviour and intervention effectiveness, conducting annual reviews of behaviour support policies with input from staff, students, and families.