

School Code of Conduct

School Code of Conduct

Student Services Division
Nova Scotia Department of Education

E-mail: studentsvcs@ednet.ns.ca

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Introduction

The School Code of Conduct comprises principles, standards of behaviour, identification of disruptive behaviours, consequences of non-compliance and consequences specifically forbidden. Its purpose is to set the context for a safe and productive learning environment by outlining expected behaviour in safe and caring schools. It also provides a framework for the development and implementation of provincial, board, and school level discipline policies in reference to guidelines, regulations under the *Education Act*, and safe schools initiatives. Reference is made to “school members” throughout this Code. “School members” include students and all adults whose roles or jobs place them in contact with students in school settings and school activities.

Principles

Respect

It is expected that school members will exhibit behaviour that shows respect for the rights, property and safety of themselves and others.

Responsibility

It is expected that school members will accept personal responsibility for their behaviour in order to maintain a safe and productive learning environment.

Rights

It is expected that school members will honour the rights of others through the process of learning and demonstrating appropriate behaviour in the context of social responsibility.

The above principles are supported by the *Education Act* under several sections including the Preamble and those pertaining to the duties of students, parents, teachers, superintendents and support staff.

(See Appendix.)

Standards of Behaviour

School members will

- show respect for the rights, property and safety of themselves and others
- respect and appreciate diversity of all school members regardless of their race, culture, ethnicity, religion, gender, sexual orientation, age and ability
- express themselves with socially acceptable language and gestures
- exhibit behaviour that avoids all forms of intimidation, harassment, racism, and discrimination
- dress in accordance with school dress standards
- treat school property and the property of others with a reasonable standard of care
- respect the responsibility of all school members in exercising their duties
- promote positive behaviour through the avoidance of all types of violent acts
- refrain from the possession of any form of a weapon on school property
- refrain from the possession of and being under the influence of all forms of intoxicants on school property
- as appropriate, attend classes, activities and events and be prepared and punctual

The roles and responsibilities of school members in relation to the code will be outlined in the *Code of Conduct Guidelines*.

Identification of Disruptive Behaviours

Disruptive Behaviour

Behaviour that is not serious enough to significantly interrupt the learning climate of the school, endanger the well-being of others, or damage school property is classified as disruptive. Examples of disruptive behaviour may include, but are not limited to

- chronic minor offences
- smoking
- profanity
- disrespect or insubordination
- failure to obey instructions
- forging notes or excuses
- non-attendance or poor attendance in school or specific classes
- loitering in school areas when asked not to
- petty stealing
- fighting (shoving, pushing, or scuffling)
- bullying
- other acts of misconduct that are disruptive or that may create a potential safety hazard

Severely Disruptive Behaviour

Behaviour that is serious enough to significantly disrupt the learning climate of the school, endanger the well-being of others, or damage school property is classified as severely disruptive. Examples of severely disruptive behaviour include, but are not limited to

- vandalism
- disruptions to school operations
- verbal abuse
- racial and/or discriminatory misconduct
- sexual harassment and/or assault
- sexual misconduct, sexual abuse or physical abuse
- physical violence
- use or possession of weapons
- illegal activity

Consequences of Non-Compliance

Discipline is intended to promote the learning of self-control and to change inappropriate behaviour. Expected behaviours must be actively taught both at home and in school. The strategies used to develop understanding and respect for the code may vary from student to student. When there is non-compliance with the behavioural expectations of the code, despite the application of these strategies, appropriate consequences should be initiated. The following principles must be applied:

- Consequences will be appropriate for the student's stage of development and in consideration of the student's special needs.
- Consequences will reflect the severity of misbehaviour and take into account the frequency and duration of the misbehaviour.
- Consequences will be chosen primarily for their educational value.
- Consequences will make sense to the student as much as possible.
- Consequences will be appropriately timed.

When managing severely disruptive behaviours

- Inappropriate behaviour is **never** ignored.
- Appropriate action is **always** taken.
- Immediate action is taken to bring a stop to the behaviour.
- Additional action in the form of an intervention should be designed in order to produce a constructive behavioural change.

Consequences Specifically Forbidden

The following consequences are **not** appropriate responses to any type of misconduct:

- corporal punishment
- use of collective responsibility (group punishments) in disciplinary procedures
- use of academic work as a disciplinary procedure; i.e., assigning extra academic work to punish misbehaviour
- use of evaluation procedures as a disciplinary procedure; i.e., arbitrarily assigning a test to an individual or class that is behaving inappropriately

Appendix

Education Act

Students

- 24 (1) It is the duty of a student to
- (a) participate fully in learning opportunities;
 - (b) attend school regularly and punctually;
 - (c) contribute to an orderly and safe learning environment;
 - (d) respect the rights of others; and
 - (e) comply with the discipline policies of the school and the school board.

Parents

- 25 (1) It is the duty of parents to
- (a) support their children in achieving learning success;
 - (b) cause their children to attend school as required by the regulations;
 - (c) communicate regularly with their children's school;
 - (d) ensure the basic needs of their children are met, including ensuring that their children are well-nourished and well-rested when they go to school; and
 - (e) support their children's teachers in their efforts to provide an education for their children.

Teachers

26 (1) It is the duty of a teacher in a public school to

- (a) respect the rights of students;
- (b) teach diligently the subjects and courses of study prescribed by the regulations that are assigned to the teacher by the school board;
- (c) implement teaching strategies that foster a positive learning environment aimed at helping students achieve learning outcomes;
- (d) encourage students in the pursuit of learning;
- (e) monitor the effectiveness of the teaching strategies by analyzing outcomes achieved;
- (f) acknowledge and, to the extent reasonable, accommodate differences in learning styles;
- (g) participate in individual program planning and implement individual program plans, as required, for students with special needs;
- (h) review regularly with students their learning expectations and progress;
- (k) take all reasonable steps necessary to create and maintain an orderly and safe learning environment;
- (l) maintain appropriate order and discipline in the school or room in the teacher's charge and report to the principal or other person in charge of the school the conduct of any student who is persistently defiant or disobedient;

- (m) maintain an attitude of concern for the dignity and welfare of each student and encourage in each student an attitude of concern for the dignity and welfare of others and a respect for religion, morality, truth, justice, love of country, humanity, equality, industry, temperance and all other virtues;
- (n) attend to the health, comfort and safety of the students;

Principals

- 38 (1) The principal of a public school is the educational leader of the school and has overall responsibility for the school, including teachers and other staff.
- (2) It is the duty of a principal to
 - (e) ensure that reasonable steps are taken to create and maintain a safe, orderly, positive and effective learning environment;

Superintendents

- 39 (2) It is the duty of a superintendent to
- (g) maintain a safe, orderly and supportive learning environment in all schools in the school district or school region;

Support Staff

- 40 (1) It is the duty of a support staff member to
- (b) maintain an attitude of concern for the dignity and welfare of each student;
 - (c) co-operate with the school board, superintendent, principal, teachers, students and other staff members to maintain an orderly, safe and supportive learning environment;
 - (d) respect the rights of students;

General Responsibilities and Powers of School Boards

- 64 (2) A school board shall in accordance with this Act and the regulations,
- (f) promote its schools as safe, quality learning environments and as community resources;
 - (r) establish a regional student-discipline policy consistent with the Provincial discipline policy established by the Minister;
 - (s) develop policies and implement programs consistent with the Minister's policies and guidelines respecting students who have been suspended for more than five days or expelled from school;
 - (t) establish a policy for the protection of students and employees from harassment and abuse;

