

CODE OF CONDUCT

We have a Code of Conduct that contains information related to expected behaviour and possible consequences for misbehaviour. A committee of staff, students and parents will periodically update the Code of Conduct. Parents should review this document with their child (ren).

RESPECT FOR SELF	
BEHAVIOUR	REASONS FOR BEHAVIOUR
Students are expected to be neat and clean and dressed in an appropriate manner. Hats and outerwear are to be removed when entering the building. Inside footwear should be worn in school.	Your appearance reflects your good judgment and your respect for yourself and the environment you are in.
Students are expected to refrain from the use of alcohol, drugs, or cigarettes.	To participate meaningfully in class and school activities, you must be alert and ready to learn. These substances are prohibited by law on school property.
Students are expected to use acceptable language at all times.	Being able to use acceptable and tasteful language is a valuable life skill.

RESPECT FOR OTHERS	
BEHAVIOUR	REASONS FOR BEHAVIOUR
Students are expected to be courteous, considerate and respectful to staff, students, people in authority and visitors.	This is a minimum expectation of all people.
Students are expected to interact safely on school property and on school-related activities, and to resolve conflicts that arise without physical confrontations, threats, or intimidation.	Safe and positive interaction is an expectation for all individuals in society.
Students are expected to refrain from any activities that are defined as 'bullying'.	All members of the school community have the right to feel safe and free from intimidation or threats.
<p>Definition of Bullying: Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance. It can be physical (e.g., hitting, pushing, tripping), verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g., excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet websites, or other technology).</p>	
Students are expected to use technical devices in an appropriate and acceptable manner on school property and on school-related activities. Items of value are best left at home; students who choose to bring these items in are held responsible for them.	Technical devices must be used in an acceptable manner in order to support student learning for all.

RESPECT FOR PROPERTY	
BEHAVIOUR	REASONS FOR BEHAVIOUR
Students are expected to treat the school building, its contents, its property and the property of others with respect.	This type of behaviour is part of being a contributing member of society.

RESPECT FOR LEARNING	
BEHAVIOUR	REASONS FOR BEHAVIOUR
Students are expected to be prepared for class and ready to learn. This includes: regular attendance, prompt arrival, completion of assigned tasks and school/ class expectations.	Regular attendance and work preparedness is an expectation of all students as per the Education Act.
Students are expected to work in the classroom in a manner that supports learning for all. This means being cooperative, respecting the rights and opinions of others, taking turns, listening and being polite.	Every student has the right to work and learn in an environment that is positive and free from disruption.

Anti-Bullying Prevention and Intervention

At Longue Sault Public School, our Code of Conduct guides us in our decision making processes for consequences to bullying behaviour. We follow an approach which educates our students about bullying and character education and how we can all work towards a safe and nurturing environment. Students can make reports of bullying either verbally to an adult in the building that they trust, or in written format. Every effort will be made to ensure that all reports are addressed in a confidential manner (i.e. the bully will not be told where the report came from.)

In some cases, short or long-term suspension may be considered a useful progressive discipline approach. Inappropriate behaviour includes any behaviour that disrupts the positive school climate and/or has a negative impact on the school community. Inappropriate behaviour may also include, but is not limited to, one of the following infractions for which a suspension may be imposed:

1. Any act considered by the principal to be injurious to the moral tone of the school;
2. Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community; and
3. Any act considered by the principal to be contrary to the Board or school Code of Conduct.

Progressive Discipline Summary

Our Progressive Discipline model is based on Character Always initiative, the UCDSB Code of Conduct, and our school's Code of Conduct. Each of us has a role in sustaining a positive school climate by recognizing our responsibilities in consistently implementing our progressive discipline strategies. These strategies **may** include, but are not limited to:

Prevention Strategies:	Intervention Strategies:
<ul style="list-style-type: none"> • Anti-bullying and violence prevention programs • Mentorship programs • Student success strategies • Character Always initiatives • Citizenship development • Student leadership • Healthy Lifestyles • Program modifications and accommodations • Class placement • Positive encouragement and reinforcement • Individual, peer and group counselling • Conflict resolution • Mentorship programs • Sensitivity programs • Safety Plans • School, Board and community support programs 	<ul style="list-style-type: none"> • Contact with the pupil's parent(s), / guardian(s) • Contact with the pupil's other teachers • Oral reminders • Review of expectations • Written work assignment with a learning component • Volunteer service to the school community • Peer mentoring • Conflict mediation and resolution • Consultation • Meeting with the pupil's parent(s) / guardian(s), pupil, and principal • Referral to a community agency for counselling • Recess Detentions • Withdrawal of privileges • Withdrawal from class • Restitution for damages • Restorative practices • Out of School Suspension