

## REGIONAL CODE OF CONDUCT POLICY

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### 1.0 PREAMBLE

As part of its responsibilities under section 64 (2)(r) of the *Education Act*, the Halifax Regional School Board is committed to establishing a regional policy that supports the provincial Code of Conduct and assisting schools in the development a School Code of Conduct.

The Halifax Regional School Board believes:

- It is the right of all students and staff to learn, teach, work and interact in a safe, secure and healthy environment, free from any form of violence, intimidation, threat, abuse or mistreatment.
- Student learning is maximized in positive, inviting, safe and caring school environments where all members of the school community demonstrate standards of behaviour consistent with the principles of respect, responsibility and rights.
- A proactive approach to discipline is the most effective method of achieving a school climate that is conducive to both teaching and learning.
- Behaviour is learned; therefore, behaviour can be influenced and acceptable behaviours can be taught and learned.
- Selection of appropriate consequences will acknowledge that punishment, in and of itself, does generally not have long term benefits for students.
- School codes of conduct help individuals develop self-discipline and the ability to co-operate with others.
- Discipline in the positive sense encourages students to understand the fundamental values that are essential to the well-being of both the individual and society, and to accept responsibility for the consequences of their actions.
- Pro-active approaches to discipline and consequences will be appropriate for each individual student.
- Inappropriate behaviour will never be ignored; appropriate action will always be taken.

This policy supports these beliefs by describing a regional approach to promoting appropriate behaviour and outlining a range of consequences for inappropriate behaviour, including student suspension.

### 2.0 DEFINITIONS

Parents – means parents(s) and/or guardian(s)

School Members – means students, parents/guardians, teachers, principals, staff employed by the school board, other staff engaged to provide services at the school, volunteers, visitors, and any persons who have contact with students and staff in the school setting.

### **3.0 RELATED POLICIES AND DOCUMENTS**

1. Halifax Regional School Board, Policy B.021 *Safe, Secure and Healthy Schools*
2. Halifax Regional School Board, Policy A.006 *Tobacco-Free Schools and Workplaces*
3. Halifax Regional School Board, Policy B.022 *Acceptable Use of Computers and Internet/Intranet Technology*
4. Halifax Regional School Board, Policy B.019 *High School Attendance*
5. Halifax Regional School Board, *Parents Right and Responsibilities Brochure*
6. Nova Scotia Department of Education, *School Code of Conduct*, 2001
7. Nova Scotia Department of Education (February, 2005), *Provincial School Code of Conduct and School Code of Conduct Guidelines*

### **4.0 GUIDING PRINCIPLES**

- 4.1 The expectations for appropriate behaviour defined in the Nova Scotia School Code of Conduct apply to all school members.
- 4.2 To support safe, secure and healthy school climates, all members of our school communities must abide by three universal principles:
  - 4.1.1 It is expected that school members will show respect for the rights, property and safety of themselves and others.
  - 4.1.2 It is expected that school members will accept personal responsibility for their behaviour in order to maintain a safe and productive learning environment.
  - 4.1.3 It is expected that school members will honour the rights of others through learning and demonstrating appropriate behaviour in the context of social responsibility.

### **5.0 ROLES AND RESPONSIBILITIES**

#### **5.1 School Boards**

School boards are required by The *Education Act* to develop and maintain schools as safe, quality learning environments.<sup>1</sup> In meeting this requirement, the Halifax Regional School Board will:

- 5.1.1 ensure the involvement of members of the Board and school communities in the development and review of policy and procedures regarding the regional and School Code of Conduct;
- 5.1.2 ensure that principals and School Advisory Council members receive annual training on the roles and responsibilities of School Discipline Committees.
- 5.1.3 ensure that this policy is reviewed at least every five years.

#### **5.2 Principals**

It is the duty of all principals to ensure that reasonable steps are taken to create and maintain a safe, orderly, positive and effective learning environment.<sup>2</sup> In carrying out this duty, it is expected that principals will:

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<sup>1</sup> *Education Act*, section 64(2)(f)

<sup>2</sup> *Education Act*, Section 38(2)(e)

- 5.2.1 determine the appropriate consequences for inappropriate behaviour by taking into account their knowledge of their own school environment, patterns of behaviour among students, the impact of inappropriate behaviours on the school environment and other information pertaining to the maintenance of a safe, orderly, positive and effective learning environment;
- 5.2.2 follow procedures as described in section 4 of the provincial Code of Conduct guidelines to develop and implement a School Code of Conduct consistent with the relevant board policies and the School Code of Conduct established by the Minister of Education.
- 5.2.3 ensure the School Code of Conduct reflects a proactive and sustained approach toward developing positive student behaviour;
- 5.2.4 make every reasonable effort to provide for the education of a student who has been suspended;
- 5.2.5 ensure that provincial and school board policies are followed within their schools;<sup>3</sup>
- 5.2.6 ensure that a formal meeting will be held to examine resources that can be made available to support the student's success when a student's behaviour or suspension pattern becomes chronic.

### 5.3 Teachers

It is the duty of all teachers in public schools to take all reasonable steps necessary to create and maintain an orderly and safe learning environment.<sup>4</sup> In carrying out this duty, it is expected that teachers will:

- 5.3.1 involve students in the development of classroom Codes of Conduct;
- 5.3.2 practice methods to resolve conflict in a peaceful and respectful manner;
- 5.3.3 employ strategies to recognize appropriate behaviours in their classrooms;
- 5.3.4 communicate to students the possible consequences of inappropriate behaviour;
- 5.3.5 report to the principal or other authorized persons, any student who persistently behaves in inappropriate ways, or any situation involving a potential threat to the safety of school members;
- 5.3.6 apply school and classroom Codes of Conduct consistently;
- 5.3.7 communicate with parents regularly;
- 5.3.8 engage in professional development opportunities, where available, to develop skills and strategies in classroom management and promoting appropriate behaviour.

### 5.4 Students

All students are expected to contribute to an orderly and safe learning environment.<sup>5</sup> To carry out this responsibility, it is expected that students will:

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<sup>3</sup> *Education Act*, section 38(2)(f)

<sup>4</sup> *Education Act*, section 26(1)(k)

<sup>5</sup> *Education Act*, section 24(1)(c)

- 5.4.1 take responsibility for their behaviour when they are on or near school premises, off school grounds and participating in a school-related activity, and while traveling on a school bus operated by the board;
- 5.4.2 participate in the development of school and classroom Codes of Conduct;
- 5.4.3 respect the right(s) and property of others in the school community;<sup>6</sup>
- 5.4.4 learn and practice methods to resolve conflict in a peaceful and respectful manner;
- 5.4.5 comply with the Codes of Conduct of the classroom, school and the Board;<sup>7</sup>
- 5.4.6 attend school regularly and punctually.<sup>8</sup>

## 5.5 Parents

Parents have a duty to support their children in achieving learning success.<sup>9</sup> In carrying out this duty, it is expected that parents will:

- 5.5.1 participate in the development of Board and school Codes of Conduct;
- 5.5.2 support their children's teachers in their efforts to provide an education for their children;<sup>10</sup>
- 5.5.3 reinforce the need for and value of appropriate behaviours;
- 5.5.4 communicate regularly with their children's school;
- 5.5.5 ensure that their children attend school regularly and punctually, as required by the Regulations.<sup>11</sup>
- 5.5.6 provide the school with accurate information about their child and their learning needs.

## 5.6 School Advisory Councils

The School Advisory Council is a legislated body comprised of parents, staff and community members, and students where appropriate. The School Advisory Council will:

- 5.6.1 provide advice on the development of school policies that promote academic excellence and a positive learning environment;<sup>12</sup>
- 5.6.2 form a School Discipline Committee comprised of members who are parents or community representatives of the School Advisory Council;
- 5.6.3 participate in the development of Board and school Codes of Conduct.

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<sup>6</sup> *Education Act*, section 24(1)(d)

<sup>7</sup> *Education Act*, section 24(1)(e)

<sup>8</sup> *Education Act*, section 24(1)(b)

<sup>9</sup> *Education Act*, section 25(1)(a)

<sup>10</sup> *Education Act*, section 25(1)(e)

<sup>11</sup> *Education Act*, section 25(1)(b)

<sup>12</sup> *Education Act*, section 22 (c)

## **6.0 PROMOTING AND RECOGNIZING APPROPRIATE BEHAVIOURS**

- 6.1 All school Codes of Conduct will incorporate initiatives to encourage appropriate behaviour. Strategies will be developed to:
- 6.1.1 increase the potential for the student to achieve academic and social success (e.g., preparedness, use of effective listening skills, productive work habits, etc.);
  - 6.1.2 promote goodwill and harmony among members of the school community (e.g., inclusion, acceptance, respect, fairness, etc.);
  - 6.1.3 increase the potential for the student to be an active contributing member of society (e.g., involvement in civic and social opportunities/events; involvement in co-curricular activities, etc.).
- 6.2 Appropriate student behaviour should be recognized by all members of the school community.

## **7.0 RESPONDING TO INAPPROPRIATE BEHAVIOURS**

- 7.1 General Principles
- 7.1.1 A range of proactive interventions should be used to promote the desired changes in student behaviour. Appropriate consequences should be initiated when non-compliance with behavioural expectations persists.
  - 7.1.2 All School Codes of Conduct must reflect the following principles when outlining steps to address inappropriate behaviour:
    - 7.1.2.1 Consequences will be appropriate for each individual student. Factors to consider include the student's
      - age
      - stage of development
      - special needs
      - social/emotional needs
      - level of cognitive functioning, etc.
    - 7.1.2.2 Consequences will be based on consideration of all relevant information about the student received by the school from qualified Special Education, medical and psychological professionals.
    - 7.1.2.3 Consequences should reflect the frequency, severity and intensity of the inappropriate behaviour;
    - 7.1.2.4 Consequences will make sense to the students, as much as possible. Consistency and fairness should be evident to the student and to his/her parents or guardians.

## 7.2 Inappropriate Behaviours

### 7.2.1 Minor Misconduct

Minor misconduct is defined as behaviour which interrupts the orderly operation of any school activity, regardless of where it may occur. Some examples of minor misconduct are: creating minor disturbance in or out of class, off-task behaviours, or tardiness.

7.2.1.1 Behaviour which interrupts the orderly operation of the classroom, the school, the school grounds, halls or other areas used for school activities should be addressed in a manner consistent with the School Code of Conduct by individuals responsible for such supervision;

7.2.1.2 Minor misconduct will occasionally require the intervention of school administrators.

### 7.2.2 Disruptive Behaviour

Disruptive behaviour is defined as behaviour that is not frequent or serious enough to significantly interrupt the learning climate of the school, endanger the well-being of others or damage school property (Appendix A – Table 1).

7.2.2.1 Consequences for disruptive behaviour should be determined within the context of the School Code of Conduct in order to balance the needs of the individual offending student and the school community as a whole;

7.2.2.2 Consequences should be chosen from a range of options to produce constructive behavioural change.

### 7.2.3 Severely Disruptive Behaviour

Severely disruptive behaviour is defined as behaviour that is frequent or serious enough to significantly disrupt the learning climate of the school, endanger the well-being of others or damage school property (Appendix B – Table 2).

7.2.3.1 Severely disruptive behaviour should never be ignored; immediate action should always be taken to bring a stop to the behaviour;

7.2.3.2 Additional action in the form of an intervention should be designed in order to produce a constructive behavioural change.

## 7.3 Consequences Specifically Forbidden

7.3.1 In applying School Codes of Conduct, there are consequences that are specifically forbidden. These include:

7.3.1.1 corporal punishment;

7.3.1.2 use of collective responsibility (group punishments) in disciplinary procedures;

7.3.1.3 use of academic work as a disciplinary procedure; i.e., assigning extra academic work to punish misbehaviour;

7.3.1.4 use of evaluation procedures as a disciplinary procedure; i.e., assigning extra academic work or arbitrarily assigning a test to an individual or class that is behaving inappropriately;

<sup>13</sup>Table 1: Examples of Disruptive Behaviours and Range of Possible Action/Consequences

Category	Description of Disruptive Behaviour	Proactive Strategies to Achieve Desired Behaviour	Range of Possible Actions/Consequences
Chronic minor offences	Over periods of weeks/months, frequent and repeated minor behavioural incidents that are not a direct threat to the health and safety of others, but that are contrary to the school code of conduct and are disruptive because of frequency	<ul style="list-style-type: none"> <li>◆ Establish clear expectations</li> <li>◆ Post and communicate behavioural expectations</li> <li>◆ Plan incremental steps (e.g.)reminder, warning, incident note /redirect student's behaviour and/or provide an opportunity for the student to remove him/herself from the circumstances for a period of time/referral to office)</li> <li>◆ Provide non-verbal cues</li> <li>◆ Communicate with parents/guardians about behaviours, expectations, strategies, progress and/or on-going challenges</li> </ul>	<ul style="list-style-type: none"> <li>◆ Withdrawal of privileges</li> <li>◆ Conference with student</li> <li>◆ Conference with student and parent/guardian</li> <li>◆ Referral to guidance counsellor</li> <li>◆ Referral for assessment</li> <li>◆ Instruction regarding expectations and appropriate behaviour</li> <li>◆ Detention</li> <li>◆ Meeting with principal</li> <li>◆ In-school suspension*</li> </ul>
Tobacco Use	Tobacco use by students or others, inside any school building, facility, or vehicle or on any school property	<ul style="list-style-type: none"> <li>◆ Refer to Making It Work: Guidelines for Creating Effective Smoke-Free School-based Policies**</li> <li>◆ Post and communicate to students and parents the board's Tobacco-free Schools and Workplaces Policy and behavioural expectations</li> <li>◆ Provide opportunities for instruction, discussion or programs on prevention and cessation</li> <li>◆ Communicate with parents/guardians about behaviours, expectations, strategies, progress and/or on-going challenges</li> </ul>	<ul style="list-style-type: none"> <li>◆ Conference with student</li> <li>◆ Conference with student and parent/guardian</li> <li>◆ Referral to smoking cessation program</li> <li>◆ Research project on harmful effects of tobacco use</li> <li>◆ In-school suspension</li> <li>◆ Suspension in accordance with the Education Act for repeated offences</li> </ul>

<sup>13</sup> Adapted from the Nova Scotia Department of Education (February, 2005), DRAFT Provincial School of Conduct and School Code of Conduct Guidelines



<b>Category</b>	<b>Description of Disruptive Behaviour</b>	<b>Proactive Strategies to Achieve Desired Behaviour</b>	<b>Range of Possible Actions/Consequences</b>
Profanity	The use or display of profane, obscene, vulgar language; swearing, verbal outbursts, use of words and phrases considered by community standards to be unacceptable at school or during school-related activities	<ul style="list-style-type: none"> <li>◆ Enlist the assistance of the student body (e.g., student council, student leaders, etc.)</li> <li>◆ Staff discuss and plan response as a preventative measure</li> <li>◆ Engage in instruction and discussion with students about unacceptable language/verbal abuse</li> <li>◆ Avoid engaging a student who is upset/argumentative</li> <li>◆ Redirect student's behaviour and/or provide an opportunity for the student to remove him/herself from the circumstances for a period of time</li> <li>◆ Communicate with parents/guardians about behaviours, expectations, strategies, progress and/or on-going challenges</li> </ul>	<ul style="list-style-type: none"> <li>◆ Apology to class/teacher/ others</li> <li>◆ Review expectations and impact on others; re-teach behavioural standards</li> <li>◆ Conference with student</li> <li>◆ Conference with student and parent/guardian</li> <li>◆ Counselling/anger management strategies</li> <li>◆ Detention/in-school suspension</li> <li>◆ Withdrawal of privileges</li> </ul>

\*Note: The term "in-school suspension" means that a student is removed from the classroom, or other instructional setting, by a school administrator as a result of disruptive behaviour. Students who are given an in-school suspension are provided with the opportunity to continue working on their class assignments. If the length of an in-school suspension exceeds one day, the teacher or school administrator must contact the parent(s)/guardian(s) to discuss the situation.

\*\*Note: Making It Work! has been distributed to all public schools in Nova Scotia. Additional copies may be obtained on link([www.gov.ns.ca/ohp/tcu/schools.htm](http://www.gov.ns.ca/ohp/tcu/schools.htm)) or by contacting the Office of Health Promotion.

<b>Category</b>	<b>Description of Disruptive Behaviour</b>	<b>Proactive Strategies to Achieve Desired Behaviour</b>	<b>Range of Possible Actions/Consequences</b>
Disrespect or Insubordination	An attitude or behaviour that conveys a subtle or blatant disregard for a person's authority and position (e.g., teacher, principal, parent, adult in charge of student activities)	<ul style="list-style-type: none"> <li>◆ Establish clear expectations in school code of conduct</li> <li>◆ Provide an opportunity for the student to make choices</li> <li>◆ Use non-verbal cues</li> <li>◆ Brainstorm preventative and proactive strategies with school code of conduct committee</li> <li>◆ Communicate with parents/guardians about behaviours, expectations, strategies, progress and/or on-going challenges</li> </ul>	<ul style="list-style-type: none"> <li>◆ Withdrawal of privileges</li> <li>◆ Conference with student</li> <li>◆ Conference with student and parent/guardian</li> <li>◆ Instruction regarding school expectations and appropriate behaviours</li> <li>◆ Referral to guidance counsellor</li> <li>◆ Detention</li> <li>◆ Meeting with principal</li> <li>◆ In-school suspension</li> <li>◆ Suspension in accordance with the Education Act for repeated offences</li> </ul>
Failure to obey instructions	Non-compliance with respect to routine requests, instructions, or directives given to students by a person in a position of authority, particularly regarding safety issues; (e.g., teacher, principal, bus driver). This may include inappropriate use of technology and related computer hardware and software, Internet use, copyright, plagiarism, etc.	<ul style="list-style-type: none"> <li>◆ Establish clear expectations in the school code of conduct</li> <li>◆ Staff discuss and plan their responses in advance</li> <li>◆ Use non-verbal cues</li> <li>◆ Provide choice when possible</li> <li>◆ Ensure that consequences are clear, well communicated, and consistently applied</li> <li>◆ Communicate with parents/guardians about behaviours, expectations, strategies, progress and/or on-going challenges</li> </ul>	<ul style="list-style-type: none"> <li>◆ Instruction regarding school expectations and appropriate behaviours</li> <li>◆ Conference with student</li> <li>◆ Conference with student and parent/guardian</li> <li>◆ Detention</li> <li>◆ Withdrawal of privileges</li> </ul>
Forging notes or excuses	Writing a note or letter and using a false signature to represent the permission or approval of another person (e.g., parent, teacher)	<ul style="list-style-type: none"> <li>◆ Establish clear guidelines and discuss with students the consequences of cheating or forging the signatures of others.</li> <li>◆ Communicate with parents/guardians about behaviours, expectations, strategies, progress and/or on-going challenges</li> </ul>	<ul style="list-style-type: none"> <li>◆ Instruction and rationale regarding school expectations</li> <li>◆ Conference with student</li> <li>◆ Conference with student and parent/guardian</li> <li>◆ Detention for repeated offences</li> <li>◆ Withdrawal of privileges</li> </ul>

<b>Category</b>	<b>Description of Disruptive Behaviour</b>	<b>Proactive Strategies to Achieve Desired Behaviour</b>	<b>Range of Possible Actions/Consequences</b>
Non-attendance or poor attendance in school or specific classes	Absence, or irregular school or class attendance (the result of absenteeism and return to class is what may be disruptive)	<ul style="list-style-type: none"> <li>◆ Analyse attendance data to examine patterns and triggers to non-attendance</li> <li>◆ Establish clear expectations regarding attendance</li> <li>◆ Provide incentives/rewards for regular attendance</li> <li>◆ Examine student participation, academic, and social competence factors</li> <li>◆ Provide academic and social supports to assist students in making up work and time missed</li> <li>◆ Avoid drawing unnecessary attention to students returning to school after absences</li> <li>◆ Involve parents and/or community support systems in addressing the issue</li> <li>◆ Communicate with parents/guardians about behaviours, expectations, strategies, progress and/or on-going challenges</li> </ul>	<ul style="list-style-type: none"> <li>◆ Conference with student</li> <li>◆ Conference with student and parent/guardian</li> <li>◆ Referral to school guidance counsellor</li> <li>◆ Detention with academic support to make up work and time missed</li> <li>◆ Withdrawal of privileges</li> </ul>
Loitering in school areas	Being present in a particular area in or near a school, contrary to either school rules or previously issued directives	<ul style="list-style-type: none"> <li>◆ Establish and communicate clear expectations regarding areas in and around school where loitering is not permitted</li> <li>◆ Communicate with parents/guardians about behaviours, expectations, strategies, progress and/or on-going challenges</li> </ul>	<ul style="list-style-type: none"> <li>◆ Instruction regarding school expectations, rationale, and appropriate behaviour</li> <li>◆ Detention</li> <li>◆ Withdrawal of privileges</li> </ul>

<b>Category</b>	<b>Description of Disruptive Behaviour</b>	<b>Proactive Strategies to Achieve Desired Behaviour</b>	<b>Range of Possible Actions/Consequences</b>
Petty Theft	Stealing of an object or item of relatively small value that is the property of another person, a school, or organization; taking or possessing another person's property without permission	<ul style="list-style-type: none"> <li>◆ Establish clear rules and expectations regarding borrowing and using property belonging to others</li> <li>◆ Post reminders regarding leaving personal property unattended</li> <li>◆ Provide opportunities for instruction and discussion regarding values such as honesty, respect for property of others, etc.</li> <li>◆ Communicate with parents/guardians about behaviours, expectations, strategies, progress and/or on-going challenges</li> </ul>	<ul style="list-style-type: none"> <li>◆ Conference with student</li> <li>◆ Conference with student and parent/guardian</li> <li>◆ Apology and restitution</li> <li>◆ In-school suspension</li> <li>◆ Involvement of community/school police liaison officer</li> </ul>
Fighting (shoving, pushing, or scuffling)	Physical altercations that include behaviours such as shoving, pushing, scuffling, but not violently hitting or striking others.	<ul style="list-style-type: none"> <li>◆ Establish clear rules and expectations regarding unacceptable physical altercations</li> <li>◆ Monitor and supervise hallways and stairwells closely</li> <li>◆ Structure transitions to minimize opportunities for disruptive behaviour to occur. Communicate with parents/guardians about behaviours, expectations, strategies, progress and/or on-going challenges</li> </ul>	<ul style="list-style-type: none"> <li>◆ Withdrawal of privileges</li> <li>◆ Instruction regarding school expectations, victim impact, and appropriate behaviours to resolve conflict</li> <li>◆ Conference with student</li> <li>◆ Conference with student and parent/guardian</li> <li>◆ Referral to school guidance counsellor</li> <li>◆ Peer mediation</li> <li>◆ Detention</li> <li>◆ In-school suspension</li> </ul>

<b>Category</b>	<b>Description of Disruptive Behaviour</b>	<b>Proactive Strategies to Achieve Desired Behaviour</b>	<b>Range of Possible Actions/Consequences</b>
Other acts of misconduct that are disruptive or that may create a potential safety hazard	Behaviour that may appear to be harmless but has the potential to cause physical injury or emotional harm or to disrupt the learning environment and that requires the professional judgment of teachers or other adults in positions of authority (e.g., running in hallways, pushing or shoving on the stairway, throwing snowballs, deliberately and persistently distracting others from learning activities, etc.)	<ul style="list-style-type: none"> <li>◆ Establish clear guidelines and expectations regarding disruptive activities that may create potential safety hazards</li> <li>◆ Provide opportunities for instruction and discussion regarding safety issues</li> <li>◆ Post warnings regarding potential safety hazards</li> <li>◆ Communicate with parents/guardians about behaviours, expectations, strategies, progress and/or on-going challenges</li> </ul>	<ul style="list-style-type: none"> <li>◆ Withdrawal of privileges</li> <li>◆ Instruction regarding safety issues, impact on others, school expectations, and rationale</li> <li>◆ Conference with student</li> <li>◆ Conference with student and parent/guardian</li> <li>◆ Detention</li> <li>◆ In-school suspension</li> <li>◆ Involvement of community school liaison police officers as appropriate</li> </ul>

<sup>14</sup>Table 2: Examples of Severely Disruptive Behaviours and Range of Possible Consequences

Category	Description of Severely Disruptive Behaviour	Pro-active Strategies to Achieve Desired Behaviour	Range of Possible Actions/Consequences
Vandalism	Committing or inciting others to commit damage to the personal property of a member of the school community; committing or inciting others to commit damage to property owned or operated by the school board; committing or inciting others to commit damage to any property while attending a school-related activity	<ul style="list-style-type: none"> <li>◆ Identify school-wide prevention strategies</li> <li>◆ Involve students and community to determine ways to prevent vandalism and to instil pride in the school and respect for school property</li> <li>◆ Monitor and supervise school environment</li> <li>◆ Limit or restrict access to specific areas, when not in use</li> <li>◆ Remove graffiti and repair damaged property as soon as possible</li> </ul>	<ul style="list-style-type: none"> <li>◆ Letter of apology</li> <li>◆ Restitution</li> <li>◆ School-based community service, linked to the type of vandalism and the capacity of the student to perform the service</li> <li>◆ Referral to police, as appropriate</li> <li>◆ Conference with student</li> <li>◆ Conference with student and parent/guardian</li> <li>◆ Suspension in accordance with <i>Education Act</i></li> </ul>
Disruptions to school operations	Committing acts or inciting others to commit acts that are seriously disruptive or create a safety hazard to students, staff, or school property, such as, but not limited to, making bomb threats, setting fires, pulling fire alarms	<ul style="list-style-type: none"> <li>◆ Determine school-wide strategies to prevent/reduce disruptive incidents.</li> <li>◆ Enlist the assistance of members of the school community (e.g., student council, school advisory council, home and school organizations)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Suspension in accordance with <i>Education Act</i></li> <li>◆ Conference with student</li> <li>◆ Conference with student and parent/guardian</li> <li>◆ Referral to police and/or fire marshal, as appropriate</li> </ul>

<sup>14</sup> Adapted from the Nova Scotia Department of Education (February, 2005), DRAFT Provincial School Code of Conduct and School Code of Conduct Guidelines

Category	Description of Severely Disruptive Behaviour	Pro-active Strategies to Achieve Desired Behaviour	Range of Possible Actions/Consequences
Verbal abuse	Using, or inciting others to use, language that is demeaning, threatening, or intimidating to another person	<ul style="list-style-type: none"> <li>◆ Establish clear guidelines and expectations in the school code of conduct regarding use of language, threats, verbal abuse</li> <li>◆ Provide instruction and opportunities for discussion regarding forms of verbal abuse</li> <li>◆ Involve guidance counsellor in teaching strategies regarding socially appropriate responses</li> </ul>	<ul style="list-style-type: none"> <li>◆ Letter of apology</li> <li>◆ Instruction regarding behavioural expectations</li> <li>◆ Counselling/anger management</li> <li>◆ Suspension in accordance with the <i>Education Act</i></li> </ul>
Racial and/or discriminatory misconduct	Racial misconduct includes using racial slurs, engaging in racial/ethnic name-calling, or inciting others to use racist language or engage in racist behaviours; discriminatory misconduct includes any unlawful discrimination based on race/ethnic origin, religion, creed, sex, sexual orientation, physical/mental disability, family status, source of income, or political belief	<ul style="list-style-type: none"> <li>◆ Review school board's Racial Equity Policy and recommended practices.</li> <li>◆ Provide frequent opportunities for instruction and discussion regarding respect and diversity</li> <li>◆ Involve Board Race Relations Coordinator in developing preventive and proactive strategies</li> </ul>	<ul style="list-style-type: none"> <li>◆ Conference with student</li> <li>◆ Conference with student and parent/guardian</li> <li>◆ Participation in awareness and sensitivity training, appropriate to student's age</li> <li>◆ Suspension in accordance with the <i>Education Act</i></li> <li>◆ Involvement of police as warranted, depending on age of student</li> </ul>

Category	Description of Severely Disruptive Behaviour	Pro-active Strategies to Achieve Desired Behaviour	Range of Possible Actions/Consequences
Sexual harassment and/or assault	Sexual harassment is any objectionable, coercive, or irritating comment, communication, action, or attention of a sexual nature that is directed to a person or persons by someone who knows, or ought reasonably to know, that such actions are unwelcome; action or communication with a sexual connotation or component that creates an intimidating, demeaning, or offensive work or school environment, even if it is directed to no person in particular; sexual assault is any sexual touching or contact without consent and as defined by the Criminal Code of Canada	<ul style="list-style-type: none"> <li>◆ Review school board Protection of Students Policy regarding sexual harassment</li> <li>◆ Provide instruction and opportunities for discussion regarding examples of sexual harassment and/or assault.</li> <li>◆ Invite guest speakers to present information about human rights and other legislation regarding sexual harassment and assault</li> <li>◆ Involve student council and school advisory council in addressing the issue</li> </ul>	<ul style="list-style-type: none"> <li>◆ Conference with student</li> <li>◆ Conference with student and parent/guardian</li> <li>◆ Participation in awareness and sensitivity training regarding sexual harassment</li> <li>◆ Suspension in accordance with the <i>Education Act</i></li> <li>◆ Reporting of sexual assault incidents to child welfare authorities and police in accordance with the Children and Family Services Act</li> </ul>
Sexual misconduct, sexual abuse, or physical abuse	Sexual misconduct includes any behaviour of a sexual nature or connotation that is deemed inappropriate and unacceptable at school or during any school-related activity; sexual abuse or physical abuse refer to forms of child abuse as defined by the Nova Scotia Children and Family Services Act	<ul style="list-style-type: none"> <li>◆ Review Protection of Students Policy</li> <li>◆ Be informed about school protocols for reporting suspected sexual or physical abuse to child welfare authorities and/or police in accordance with the Children and Family Services Act</li> <li>◆ Promote awareness of student rights and responsibilities, regarding self and others, through the school code of conduct</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reporting of any information regarding possible child abuse, sexual or physical, to the child welfare authorities in accordance with the Children and Family Services Act</li> <li>◆ Report to police, as appropriate</li> <li>◆ Conference with student</li> <li>◆ Conference with student and parent/guardian</li> <li>◆ Suspension in accordance with the <i>Education Act</i></li> </ul>



Category	Description of Severely Disruptive Behaviour	Pro-active Strategies to Achieve Desired Behaviour	Range of Possible Actions/Consequences
Physical violence	Using force or inciting others to use force to injure a member of the school community	<ul style="list-style-type: none"> <li>◆ Establish clear guidelines and expectations regarding acceptable behaviour</li> <li>◆ Provide opportunities for instruction and discussion to clarify what constitutes physical violence through public school curriculum and programs (e.g., Health/Personal Development &amp; Relationships, Second Step, League of Peaceful Schools, Peer Mediation)</li> <li>◆ Establish conflict intervention strategies for staff, such as non-violent crisis intervention methods</li> </ul>	<ul style="list-style-type: none"> <li>◆ Consequences that vary according to age and developmental level of student</li> <li>◆ Redirect student's behaviour and/or provide an opportunity for the student to remove him/herself from the circumstances for a period of time</li> <li>◆ Conference with student</li> <li>◆ Conference with student and parent/guardian</li> <li>◆ Suspension</li> <li>◆ Report to police, as appropriate</li> <li>◆ Referral for assessment and counselling/anger management</li> </ul>
Bullying	Intentional, hurtful, behaviours (physical, verbal, psychological) repeatedly used by one or more individuals who exercise power to intimidate, threaten harm, and/or victimize another person/victim who is perceived as relatively weaker; bullying behaviours can be direct and open, or indirect and subtle; use of e-mail or Internet to harass and/or intimidate others	<ul style="list-style-type: none"> <li>◆ Participate in developing school-wide comprehensive approach to establish anti-bullying strategies within the context of the school code of conduct</li> <li>◆ Review school-generated data on incidents</li> <li>◆ Involve students, parents, and other teachers in providing educational programs and opportunities for promoting awareness about various forms of bullying</li> <li>◆ Develop consensus among stakeholders about bullying and other unacceptable behaviours.</li> <li>◆ Provide opportunities for ongoing instruction and discussion about bullying and everyone's role and responsibility to report and intervene in ways to reduce bullying behaviours</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ensuring that victim(s) receive(s) support and school takes measures to ensure safety for victim(s)</li> <li>◆ Identifying specific behaviour(s) that constitute bullying and are in violation of school code of conduct</li> <li>◆ Conference with student</li> <li>◆ Conference with student and parent/guardian</li> <li>◆ Suspension in accordance with the <i>Education Act</i></li> <li>◆ Reporting of incidents of criminal behaviour to police, as appropriate (consider developmental level of student)</li> </ul>

Category	Description of Severely Disruptive Behaviour	Pro-active Strategies to Achieve Desired Behaviour	Range of Possible Actions/Consequences
Use or possession of weapons	Use or pretence of using a weapon, or possessing or inciting others to possess a weapon, while on school property or while attending a school-related activity	<ul style="list-style-type: none"> <li>◆ Establish clear guidelines and expectations with regard to what constitutes a weapon</li> <li>◆ Provide information sheet to parents and students regarding school policies on the use or possession of weapons</li> <li>◆ Invite guest speakers such as police officer and/or lawyer</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reporting to police, as appropriate</li> <li>◆ Conference with student</li> <li>◆ Conference with student and parent/guardian</li> <li>◆ Referral for assessment and counselling</li> <li>◆ Suspension in accordance with the <i>Education Act</i></li> </ul>
Illegal activity	Committing any act or inciting others to commit any act involving a serious civil wrong or crime such as, but not limited to, possessing or selling stolen property, possession of, using, or selling a controlled substance, stealing expensive items	<ul style="list-style-type: none"> <li>◆ Provide educational opportunities regarding the law and what constitutes illegal activities at school and in the community, e.g., guest speakers, such as police, lawyers and others</li> </ul>	<ul style="list-style-type: none"> <li>◆ Reporting of activity to police, as appropriate</li> <li>◆ Referral for assessment and counselling</li> <li>◆ Conference with student</li> <li>◆ Conference with student and parent/guardian</li> <li>◆ Suspension in accordance with the <i>Education Act</i></li> </ul>

## **HALIFAX REGIONAL SCHOOL BOARD CODE OF CONDUCT**

### **PROCEDURES**

#### **CONTENTS:**

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- 5.0 APPEAL HEARING PROCESS OVERVIEW**
- 6.0 NOTIFICATION OF APPEAL COMMITTEE DECISION**

#### **APPENDICES**

- A. FORMS FOR THE SUSPENSION PROCESS**

**1.0 SUSPENSION FOR FIVE (5) DAYS OR LESS**

- 1.1 The principal/designate must immediately complete the Notice of Student Suspension for Five (5) Days or Less form (Form # 1) if a student is suspended for five (5) days or less.
- 1.2 The principal/designate must make every reasonable effort to contact the parent/guardian by telephone in addition to sending home the completed Notice of Student Suspension for Five (5) Days or Less form (Form # 1).

**2.0 REVIEW PROCESS UNDER SECTION 123, THE *EDUCATION ACT* (1996)**

- 2.1 The parent/guardian may request a review, in writing, through the principal, of a student suspension for five (5) days or less provided the request is received within three (3) school days of receipt of the suspension notice stating the reasons for the review.
- 2.2 The principal may provide a written submission to the School Discipline Committee in response to the parent/guardian's request for a review, and a copy will be forwarded to the parent/guardian.
- 2.3 The review will be performed within a reasonable time by the School Discipline Committee consisting of parents and/or community members from the School Advisory Council.
- 2.4 The student who is suspended must serve the suspension.
- 2.5 The School Discipline Committee may confirm or revoke the suspension. Should the suspension be revoked, it will be expunged from the student's record.
- 2.6 The chair of the School Discipline Committee will complete the Student Suspension Review Decision for Five Days or Less form (Form # 2) following the review and communicate the outcome to the parent/guardian.

**3.0 PRINCIPAL'S RECOMMENDATION TO EXTEND A STUDENT SUSPENSION BEYOND FIVE (5) DAYS – SECTION 123 (1) THE *EDUCATION ACT***

- 3.1 The principal/designate must complete the Notice of Student Suspension for Five (5) Days or Less form (Form # 1) and notify the parent/guardian prior to recommending an extension to the suspension.
- 3.2 The principal/designate shall complete the Recommendation for Student Suspension Beyond Five Days form (Form # 3), copied to the school supervisor, and forward the form to the chair of the

School Discipline Committee prior to the end of the 5-day suspension.

- 3.3 The chair/designate of the School Discipline Committee must immediately notify the parent/guardian using Notice of Principal's Recommendation for Student Suspension Beyond Five (5) Days form (Form # 4) upon receipt of the principal/designate's recommendation.
- 3.4 The parent/guardian may submit, in writing, pertinent information to the chair of the School Discipline Committee.
- 3.5 The School Discipline Committee must render its decision to confirm or dismiss the principal's recommendation within seven (7) school days of its receipt.
- 3.6 The chair of the School Discipline Committee must forward the Decision Regarding Student Suspension Beyond Five (5) Days form (Form # 5), along with the Notice of Appeal Procedure (see Appendix C), to the parent/guardian within three (3) school days of the School Discipline Committee meeting.

#### **4.0 APPEAL HEARING – FOR SUSPENSIONS BEYOND FIVE (5) DAYS**

- 4.1 The parent/guardian/student may appeal the Suspension Beyond Five (5) Days to the Board.
- 4.2 A written appeal must be received by the Secretary to the Board within seven (7) school days of the parent/guardian's receipt of the School Discipline Committee's recommendation (Form # 5).
- 4.3 The appeal hearing must be held within ten (10) school days of the School Board's receipt of the appeal request.
- 4.4 The Appeal Committee will consist of the Superintendent or designate and two (2) members of the School Board, one of whom shall act as Chair.
- 4.5 The office of the Superintendent will immediately notify the parent/guardian/student of the time, place and right to appear with or without an advocate(s).
- 4.6 The Appeal Committee may confirm, revoke or vary the decision of the Discipline Committee.

#### **5.0 APPEAL HEARING PROCESS OVERVIEW**

- 5.1 The Chair will call the meeting to order and review process.

- 5.2 The principal/designate will summarize facts and reasons leading to suspension.
- 5.3 The parent/guardian/student or designated advocate have the opportunity to speak on the student's behalf.
- 5.4 Board staff and/or the principal/designate may respond.
- 5.5 The parent/guardian/student/advocate may respond in turn.
- 5.6 The Appeal Committee may then ask parties for clarification.
- 5.7 The Appeal Committee will deliberate in camera.
- 5.8 The decision of the appeal Committee shall be final and binding.

**6.0 NOTIFICATION OF APPEAL COMMITTEE DECISION**

- 6.1 The office of the Superintendent will notify the parent/guardian/student and principal by phone within three (3) school days of the Committee's final decision. Verbal notification will be followed by notice in writing.