



**POLICY SECTION:** SAFE SCHOOLS  
**SUB-SECTION:**  
**POLICY NAME:** Code of Conduct  
**POLICY NO:** S.S.09

<b>Date Approved:</b> November 7, 2013	<b>Date of Next Review:</b> November, 2016	<b>Dates of Amendments:</b>
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**Cross References:**

- Education Act Part XIII, Behaviour, Discipline and Safety
- Program/Policy Memorandum 128, 2012 *The Provincial Code of Conduct and School Board Codes of Conduct*
- O. Reg. 472/07 Behaviour, Discipline and Safety of Pupils
- Police/School Board Protocol (~~Revised 2013~~)
- S.S.04: ~~Access to School Premises and Trespass~~ **Access to Students in Schools**
- **S.S.14: Trespass**
- ~~S.S.05: Expulsions~~ **S.S.01 – Suspension and Expulsion**
- ~~S.S.06: Suspensions~~
- S.S.10: Progressive Discipline
- S.S.11: Bullying Prevention and Intervention
- T. 07: Community Engagement

**Appendix**

- Appendix A: TCDSB Code of Conduct S.S.09 Guidelines
- Appendix B: Toronto Police/School Board Protocol

**Purpose:**

This Policy affirms that all students, parents, and teachers and other school staff have the right to be safe, and to feel safe, in their school community. The purpose of this Policy is to set out how schools will implement and enforce the provincial Code of Conduct and all other rules related to the provincial standards that promote and support respect, civility, responsible citizenship, safety and well-being for all individuals at TCDSB facilities for educational or other activities.



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### **Scope and Responsibility:**

This Policy extends to all individuals or organizations engaged in education or other activities while in schools of the Toronto Catholic District School Board. The Director of Education, supported by the Superintendent of Safe Schools and school principals, is responsible for this policy.

### **Alignment with MYSP:**

Living Our Catholic values  
 Fostering Student Achievement and Well-Being  
 Achieving Excellence in Governance  
 Inspiring and Motivating Employees  
 Strengthening Public Confidence

### **Financial Impact:**

Generally, there is no significant financial impact on the TCDSB.

### **Legal Impact:**

The Education Act requires school boards and all schools of a board to develop a Code of Conduct that contains clearly articulated standards of behaviour, and outlines what responsibilities are held by stakeholders to promote a safe and accepting school climate.



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### **Policy:**

The Toronto Catholic District School Board is committed to ensuring that schools be an example of Christian Community that promote, maintain, and encourage responsibility, respect, civility, equity, inclusivity, academic excellence and well-being in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable and accepted, and is supported through a whole school approach. The Code of Conduct for all schools of the TCDSB will be based on the Board's Code of Conduct, allowing for some local standards of behaviour consistent with input from students, parents, staff members and other community members in the school community.

### **Regulations:**

1. The TCDSB Code of Conduct is consistent with the provincial Code of Conduct and clearly sets out the standards of behaviour for all members of the school community including: but not limited to, students, parents, volunteers, teachers and other staff members, board staff, trustees, visitors, third-party service providers and permit holders while on board premises **or at school-related activities.** (Appendix A) **The TCDSB code of conduct is also applicable to all members of the school community for behaviour occurring off school premises or outside of school hours that negatively impacts school climate.**



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~~The Code of Conduct applies to all students while at school, on school buses, at school related activities, or in other circumstances that could have an impact on the school climate.~~

2. Each school's **code of conduct** will clearly ~~set out~~ **describe** ~~what is~~ acceptable and ~~what is~~ unacceptable behavior for all members of the elementary, secondary and **continuing** education school communities, referencing students, parents, staff members, board staff, **trustees**, visitors, volunteers, third-party service providers, permit holders, and other members of the community.
3. ~~All TCDSB employees who work directly with students must respond to any student behavior that is contrary to the Code of Conduct and likely to have a negative impact on the school climate.~~

**Board employees who work directly with students – including administrators, teachers and other school staff – must respond to any student behaviour that is likely to have a negative impact on school climate if it is safe to do so. If the board employees feel it is not safe to respond, they are expected to verbally inform the principal as soon as possible.**

4. ~~All TCDSB employees who become aware that a student, registered in a TCDSB school may have engaged in a serious incident shall report the matter to the principal as soon as reasonably possible. The Safe Schools Reporting Form Part~~



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~~I must be completed by the employee and submitted to the principal by the end of the school day.~~

**Any board employee who becomes aware that a pupil student at a school of the board may have engaged in a serious student incident for which the pupil may be suspended or expelled shall report the matter to the principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day using the Safe Schools Incident Reporting Form - Part I. In cases where an immediate action is required, a verbal report to the principal may be made and the written report must be made when it is safe to do so. In addition to board employees, school bus drivers, early childhood educators and other staff in board-operated extended-day programs, employees and contractors of third-party operators, and other individuals who are not employees of the board and come into direct contact with pupils on a regular basis are subject to these same reporting requirements.**

5. The Code of Conduct at each school of the TCDSB will be reviewed annually. In developing and reviewing the local standards of behaviour, the principal shall take into consideration the views of the Catholic School Advisory Council **Parent Council (CSPC)** and additionally should seek input from students, staff, parents and other members of the school community.
6. The Code of Conduct will be communicated to the school's community annually.



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7. ~~In the situation~~ Where the TCDSB enters into agreement with a third party with respect to rental of school space, or any individual or organization respecting the permitted use of a school and/or premises operated by the Board, the standards of behaviour consistent with the Board's Code of Conduct must be followed.
8. The TCDSB will collaborate with the other district school boards in the city of Toronto and Toronto Police Services to review and revise the mandatory Police/School Board Protocol. The Protocol defines the working relationship and appropriate responses to incidents where police involvement ~~of intervention~~ is requested or required in relation to school related incidents. (~~Appendix B~~)
9. The TCDSB will collaborate with other district school boards, Toronto Police Services and community organizations to provide coordinated prevention and intervention programs and services in support of safe and respectful school communities.
10. The Board will conduct a thorough review of its Code of Conduct every three (3) years by consulting with Catholic School Advisory Councils of the Board and other stakeholders.

### **Definitions:**

#### **Police/School Board Protocol**

This protocol has been developed by the four publicly funded district school boards operating within the city of Toronto and Toronto Police Service with the clear purpose of supporting schools as safe, caring, inclusive and accepting places for



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learning and teaching. The Protocol clearly outlines the roles and responsibilities of school officials and police officers in situations where the police are present at school for a school related incident or in other situations.

### **Safe and Accepting School Teams**

Each school must have in place a Safe and Accepting Schools Team responsible for fostering a safe, inclusive and accepting school climate. The team must include at least one parent, one teacher, one non-teaching staff member, one community partner, and the principal. The team should include at least one student. The Chairperson of this team must be a staff member.

At TCDSB, members of the Safe and Accepting School Teams will have opportunities to meet, provide input into discussions, review data from the student surveys, and provide advice to the principal about school safety and Ministry of Education initiatives related to school climate and safety.

### **School Climate**

The learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.



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### **Third-Party Service Provider**

Any organization, not internal to a school board, that provides services for the TCDSB. Some examples include: regulated health professionals, bus companies, cafeteria operators, etc.

### **Evaluation and Metrics:**

The effectiveness of the policy will be determined by measuring the following:

1. Anonymous Safe School Climate surveys administered to representative groups of TCDSB students and parents.
2. The Safe and Accepting Schools Team at each school will annually review safe schools data to assess the effectiveness of the school's Code of Conduct and inform of any changes required.