



WINNIPEG SCHOOL DIVISION  
**CODE OF  
CONDUCT**

**FOR STUDENTS, STAFF AND PARENTS/GUARDIANS**

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WINNIPEG SCHOOL DIVISION

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# CODE OF CONDUCT

The purpose of the Code of Conduct is to promote a healthy, caring and inclusive school culture where high levels of achievement occur within a positive school environment. The Winnipeg School Division (WSD) believes that everyone has the right to be treated with dignity and respect.

WSD staff, parents/guardians, students and community will promote the development of beliefs and attitudes that create a safe, caring and inclusive learning environment.

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, Board members, volunteers and visitors:

- on school sites, WSD property;
- while travelling to and from school on and off sWSD transportation; and
- during school-prescribed activities on and off site.

Every school will establish a committee, known as the safe school advisory committee. Principals are required to ensure that the annual review of the school's code of conduct and emergency response plan is completed by October 31 of each year.

If further clarification is required by the Safe School Advisory Committee, please contact the Superintendent as soon as possible.

## ROLES AND RESPONSIBILITIES

### Students will:

- Strive for academic excellence through active participation in learning opportunities and school activities.
- Respect the need of others to work in an environment that is conducive to learning and teaching.
- Show common courtesy and respect to all. Discriminating on the basis of any characteristic set out in Manitoba's Human Rights Code is unacceptable. Abusive language and aggressive behaviour are unacceptable at all times.
- Attend school and classes regularly and punctually, bring all required supplies and complete all homework assignments.
- Demonstrate respect for school property and the property of others.
- Dress appropriately for classes and school activities.
- Students will understand that the playground is not supervised after dismissal unless students are involved in supervised extra-curricular activities. For safety reasons, children must leave the school grounds promptly upon dismissal.
- Follow WSD policies regarding appropriate use of the Internet, social media, text messaging, instant messaging, websites, digital cameras, and cell phones (including those equipped with digital cameras). Accessing, uploading, downloading, sharing or distribution of information or material that the School Board has determined to be objectionable or not in keeping with the maintenance of a positive school environment is prohibited.
- Accept responsibility for inappropriate words and actions (includes hand signals/gestures) and strive to repair harm and restore relationships.
- Solve conflicts peacefully through discussion or by seeking adult assistance.
- Demonstrate honesty and integrity in all academic matters; refrain from engaging in plagiarism or other means of academic dishonesty.

## ROLES AND RESPONSIBILITIES

- Report bullying behaviour to school staff. Be aware that bullying, including cyberbullying, or abusing another person verbally, physically, sexually, psychologically or in writing, or otherwise will not be tolerated. Bullying is behaviour that is intended to cause, fear, intimidation, humiliation, distress or other forms of harm to another person's body, feelings, self-esteem, reputation or property.
  - Be aware that gang involvement or gang insignia will not be tolerated on school sites or WSD property.
  - Be aware that weapons of any kind will not be tolerated on school sites or WSD property.
  - Follow the Winnipeg School Division Code of Conduct at all times.
- ### Staff will:
- Establish and maintain a positive, caring, and inclusive learning environment.
  - Provide learning opportunities for students as prescribed by the Winnipeg School Division and Manitoba Education and Advanced Learning.
  - Keep students, parents/guardians and administration informed about student progress, assessment practices, attendance and behaviour.
  - Show common courtesy and respect to all. Discriminating on the basis of any characteristic set out in Manitoba's Human Rights Code is unacceptable. Abusive language and aggressive behaviour are unacceptable at all times.
  - Be supported when establishing and leading student-based activities and organizations that promote gender equity, antiracism, anti-homophobia, or awareness, understanding and respect for people who are disabled by barriers. The name "gay-straight alliance" or any other name that is consistent with the promotion of a positive school environment that is inclusive and accepting of all students will be accommodated.
  - Be aware that trafficking, using, possessing or being under the influence of alcohol, smoking or illicit drugs is unacceptable and will not be tolerated.

## ROLES AND RESPONSIBILITIES

- Treat all students, parents/guardians and staff members fairly and consistently.
- Sign the Pledge of Confidentiality, respecting the confidential information of students, families and staff.
- Assist students in resolving conflicts peacefully and use the Code of Conduct to encourage appropriate behaviour.
- Implement proactive and reactive intervention strategies through a continuum of programming and services.
- Support students when they are establishing and leading student-based activities and organizations that promote gender equity, antiracism, anti-homophobia, or awareness, understanding and respect for people who are disabled by barriers. The name “gay-straight alliance” or any other name that is consistent with the promotion of a positive school environment that is inclusive and accepting of all students will be accommodated.
- Be aware that bullying, including cyberbullying, or abusing another person verbally, physically, sexually, psychologically or in writing, or otherwise will not be tolerated. Bullying is behaviour that is intended to cause, fear, intimidation, humiliation, distress or other forms of harm to another person’s body, feelings, self-esteem, reputation or property.
- Report incidents of bullying, including cyber-bullying, even if it takes place outside of school hours, to the principal, as soon as reasonably possible. Principals will notify student’s parents/guardians if the principal believes a student has been harmed as a result of the unacceptable conduct of another student.
- To report to the principal unacceptable student conduct while at school or at a prescribed school approved activity as soon as reasonably possible.

## ROLES AND RESPONSIBILITIES

- Follow WSD policies regarding appropriate use of the Internet, social media, text messaging, instant messaging, websites, digital cameras, and cell phones (including those equipped with digital cameras). Accessing, uploading, downloading, sharing or distribution of information or material that the School Board has determined to be objectionable or not in keeping with the maintenance of a positive school environment is prohibited.
  - Adhere to the Winnipeg School Division policies, provincial expectations, regulations and Code of Conduct.
  - Show an active interest in their child’s school work, progress and behaviour.
  - Communicate regularly with the school and advocate for their child’s success.
  - Contact the school promptly to report their child’s absence or late arrival.
  - Attend school events, support the school and stay in contact with school staff.
  - Understand that the playground is not supervised after dismissal unless students are involved in supervised extra-curricular activities. For safety reasons, children must leave the school grounds promptly upon dismissal.
  - Show common courtesy and respect to all. Discriminating on the basis of any characteristic set out in Manitoba’s Human Rights Code is unacceptable. Abusive language and aggressive behaviour are unacceptable at all times.
- Parents/Guardians are expected to:**
- Ensure their children attend school and classes regularly and punctually, have all necessary supplies, and have completed all assigned homework.
  - Help their children develop positive attitudes toward learning and respect for peers, staff and school property.

### ROLES AND RESPONSIBILITIES

- Encourage their child(ren) to report bullying behaviour to school staff or initiate contact with the appropriate staff member. Be aware that bullying, including cyberbullying, or abusing another person orally verbally, physically, sexually, psychologically or in writing, or otherwise will not be tolerated. Bullying is behaviour that is intended to cause, fear, intimidation, humiliation, distress or other forms of harm to another person's body, feelings, self-esteem, reputation or property.
- Encourage the peaceful resolution of conflict. Work and cooperate with the school to resolve concerns involving their child(ren).
- Follow the established procedures for dealing with concerns or issues:
  - Begin by contacting your child's teacher to discuss the concern and to seek a solution;
  - If the concern is not resolved, contact the school principal;
  - If a resolution is not found or you are not satisfied with the principal's response, contact the District Superintendent;
  - If the concern is not resolved at this level, then contact the Chief Superintendent of Schools, and if still not resolved the Board of Trustees.
- Review the Code of Conduct and the school's expectations for student behaviour and conduct with their child(ren).
- To cooperate fully with teachers and other school/division employees to ensure their child complies with school/division discipline and behaviours management policies and the school's code of conduct.

## 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.

The key components to promoting a positive school climate are:

- 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.

- Supervising students at all times.
- Encouraging student participation in activities that promote a safe, caring and inclusive environment.
- Fostering student voice in all schools.
- Implementing a continuum of school-wide behavioural supports to address the unique academic and behavioural needs of students.
- Establishing, maintaining and strengthening positive working relationships with parents, community members and organizations.

## INTERVENTION STRATEGIES

The goal of student discipline is to repair the harm done to interpersonal relationships and restore a feeling of security and peace in the school community, which then makes it possible for teachers to teach and students to learn.

Winnipeg School Division believes that effective student management teaches appropriate behaviours and incorporates a range of consequences for any inappropriate behaviours.

Consequences should be based on individual needs, the severity and frequency of the problem and the ability of the person to understand and handle the consequences.

### For Students

Cooperation between the school and the parents/guardians reinforces effective discipline of students.

A phone call, home visit or formal conference at the school may be initiated with the parents/guardians to discuss the specific behaviour of the student and steps to be undertaken to correct it.

The following is a list of consequences that may be used:

- A principal, vice principal or teacher talks with the student to reach an agreement regarding the student's behaviour. A restorative discipline approach will be used to the extent possible, to encourage accountability for one's actions.
- A conference is held with the student, parents/guardians, teacher, principal or vice principal, and/or support staff to develop a plan for changing the student's behaviour.
- Where student behaviour affects the class, the student is withdrawn to a supervised alternate location to complete his/her assignment. Such withdrawal would normally be temporary, but when a prolonged withdrawal is recommended, the parents/guardians are contacted.
- Privileges such as access to playground, cafeteria or lunch program, extracurricular activities and/or bus transportation may be removed. Parents/guardians will be informed.

## INTERVENTION STRATEGIES

- The students and parents are required to compensate for any damages. Such compensation may be monetary in nature, but could take alternative forms such as community service.
- Parents will be advised of after-school detentions.
- In some instances, a contract may be used detailing specific behaviour required. The contract is developed and agreed upon by the school, the parents/guardians and the student. Copies of the behaviour contract will be provided to everyone involved.
- At the discretion of the principal, students may be assigned to an in-school suspension.
- The school support team may consult with divisional support personnel when developing a behaviour intervention plan. Parents/guardians will be involved.
- Winnipeg School Division Clinical Services and Student Services personnel may become involved to assist in developing appropriate proactive and reactive approaches for unacceptable behaviour. Such involvement may include placement in an alternate or treatment centre if deemed appropriate. Parental permission will be obtained for assessments and/or interventions.
- A referral to an outside agency or community resource may be necessary to address a student's behaviour. In all cases, parental permission will be obtained.

INTERVENTION  
STRATEGIES**Suspension**

(see Policy JGD, *Suspension of Students*)

- Students may be suspended from school for the following: weapons (possession, threat, attack), physical assault (staff and students), verbal assault (staff and students), substance use/abuse (use/possession of illegal drugs, alcohol and tobacco; abuse of controlled substances, trafficking in illegal drugs), property damage, misconduct (conduct considered detrimental to the learning environment which is not included in the above) and inappropriate use of the Internet.
- Principals shall seek alternatives to student suspensions when feasible.
- Teachers have the right to recommend suspension from the classroom for a period not exceeding two days, a student who engages in conduct the teacher considers detrimental to the classroom learning environment. Parents/Students may appeal the suspension to the principal.
- Principals have the authority to suspend students up to one week; superintendents may suspend up to an additional five weeks and the Board of Trustees may suspend for more than six weeks.
- Parents/guardians will be notified immediately of the length and reason for the suspension.
- If a parent/guardian and/or student wishes to make representation to the school board about the extended suspension (more than 5 days), the Winnipeg School Division's appeal process will be followed whereby the school board may confirm the suspension, modify it or reinstate the student.
- The Superintendent may transfer a student to another school.
- Principals may involve the police if the offence is a violation of the law (e.g. drugs, theft or assault); parents/guardians will be informed immediately of any such action. Other circumstances may require a report to Child and Family Services.

INTERVENTION  
STRATEGIES**Expulsion**

(see Policy JGE, *Expulsion of Students*)

The Board of Trustees may expel a student from attending any school for the following: use of a weapon to threaten or inflict injury, physical assault, verbal threats, assault resulting in injury, or trafficking in illegal drugs or controlled substances.

- If a parent/guardian and/or student wishes to make representation to the school board about the expulsion, the Winnipeg School Division's appeal process will be followed whereby the school board may confirm the expulsion, modify it or reinstate the student.

## 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.
- Any child who poses a high risk to self-harm or who threatens harm to others will undergo an intense investigation. All high-risk behaviours will be taken seriously and high-risk students will be assessed accordingly.
- In the event that such a situation arises, the resulting investigation will be extensive in scope and includes the involvement of Clinical Services. Police and other agencies may be included in the process.
- When a high-risk threat is made to self-harm or to harm others, it is essential to assess any safety risk(s), put in place the required interventions to ensure safety, analyze appropriate next steps and determine appropriate consequences. No student who has posed a threat of

harm to him/herself or to others will be permitted to attend school until safety is assured.

### For Staff

- The conduct of the Winnipeg School Division staff is governed by the policies of WSD, the Code of Conduct, and provincial and federal legislation. Consequences for inappropriate behaviour may range from a verbal warning to termination of employment.

### For Parents/Guardians

- The conduct of parents/guardians in schools is governed by Board policies and provincial and federal legislation. Consequences for inappropriate behaviour may include a verbal warning, restricted access to the school or other consequences as defined by law.

### Legislative Reference:

The Winnipeg School Division Code of Conduct is consistent with:

- Manitoba Human Rights Code
- The Public Schools Act, Section 47.1 (1), 47.1 (2) – 47.1.1(6)
- The Education Administration Act, Section 4(1), (p2), (p.3)
- Manitoba Regulation 77/2005, Safe Schools Regulation, Section 6
- Bill 18, The Public Schools Amendment Act (Safe and Inclusive Schools)
- Appropriate Disciplinary Consequences in Schools Regulation 92/2013
- Provincial Code of Conduct – Appropriate Interventions and Disciplinary Consequences (January 2014)
- Disciplinary Consequences – Policy JGD, JGD-E(1), JGE Page



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