



Code of Conduct

Lynn-Rose Heights is committed to providing a safe and secure school environment. In accordance with the Education Act, Occupational Health and Safety Act and the Human Rights Code, Lynn-Rose Heights believes a school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment.

Standards of Behaviour

Respect, Civility, and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- not swear at a teacher or at another person in a position of authority.

Safety

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.



Lynn-Rose Student Expectations

- Be polite to other people, treating them the way you would like them to treat you.
- Demonstrate Honesty and Integrity.
- Show proper care and regard for school property and the property of others.
- Keep the school clean and tidy, indoors and outside.
- Walk quietly in the halls.
- Save snacks for recess and lunchtime.
- No toys, gum, money, cell phones, iPods, etc. are allowed in any student's desk.
- Skateboards not allowed at school.
- Stay within the schoolyard boundaries.
- Solve conflicts peacefully.
- Play safely, leaving stones and sticks on the ground.
- Line up quickly, in a quiet, orderly way when the bell rings.
- Exercise self-control and self-discipline at all times.

Bullying Prevention and Intervention Policy

Bullying Prevention and Intervention

(In accordance with Ontario Ministry of Education Policy/Program Memorandum No. 144 and Bill 13 Accepting Schools Act 2012)

(1) Policy Statement

- (a) Bullying adversely affects students' ability to learn.
- (b) Bullying adversely affects healthy relationships and the school climate.
- (c) Bullying adversely affects a school's ability to educate its students.
- (d) Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

(2) The 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.

Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender, and race.

Bullying is a dynamic of unhealthy interaction that can take many forms. 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).



(3) **Prevention Strategies - Recognizing the Risk of Bullying and Bullying**

Canadian studies generally indicate that a higher percentage of students engage in bullying behaviours in middle school and high school than in elementary school. However, the percentage of students victimized gradually decreased with age. While these rates are generally true for the entire school population, including elementary grade levels, gender differences also exist. Boys, mostly boys of physically larger stature, typically engage in physical acts of bullying, including body-checking, pushing, shoving, extortion, and robbery. Girls typically use indirect or relational strategies, such as gossiping, shunning, or starting rumors. However, both sexes use both forms of bullying.

A recent addition to the bullies' repertoire is "cyber-bullying," the use of technology as a bullying weapon. Cyber-bullying can occur via Internet postings on Web pages, in chat rooms, or in e-mails and other technology-mediated messaging systems. Instant messaging is a popular tool, as are text messages on cellular telephones. The cyber-bullying consists of insults, "trash talk," threats, gossip, the starting of sexual or gender orientation rumors, or compromising photographs taken with camera phones, all directed at the victim. For middle school students in particular, the desire to be part of the "in" group prompts victims to access and accept postings and messages even when they have reasonable notice that the messages are targeting them. Since cyber-bullying often originates outside of school, protected by the anonymity of the Internet or of cell phones, cyber-bullying is hard to monitor or eradicate.

(4) **Prevention Strategies - Identifying Potential or Actual Bullies**

Identifying a bully is not an easy task. Bullies often present an engaging and appealing demeanor to adults, effectively diverting adult suspicion, at least initially. Psychologists, psychiatrists, medical doctors, and educational personnel agree that there is no typical bully. However, the most prevalent characteristics of bullies include the following:

- (a) they control others through verbal threats and force;
- (b) they are quicker to anger and resort to force sooner than others;
- (c) they tend to have little empathy for the problems of others;
- (d) they inappropriately perceive hostile intent in the actions of others;
- (e) they see aggression as the only way to preserve their self-image;
- (f) they have inconsistent discipline at home, or parents who often do not know their whereabouts;
- (g) they may suffer physical and emotional abuse at home; and
- (h) they exhibit obsessive or rigid actions.

(5) **Prevention Strategies - Maintaining a Positive School Climate**

Lynn-Rose Private School will support and maintain a positive school climate, as measured by the following characteristics:

- (a) The school will be a welcoming and safe environment for everyone learning and working in it.
- (b) Healthy and inclusive relationships are promoted.



- (c) Behaviour expectations and consequences of inappropriate behaviour will be communicated in a positive manner to everyone in the school community.
- (d) Students are encouraged to be positive leaders in their school community.
- (e) Administrators will review, at least annually, with the school council, students and with the school staff, steps taken to ensure school safety and a positive school climate.
- (f) Principals, in co-operation with school staff, will develop activities and routines to promote a safe, positive atmosphere and pride in the school.
- (g) These activities will include the development of strategies to reduce bullying, improve student self-esteem and to encourage student participation in school activities.

Lynn-Rose teaching strategies support this bullying prevention and intervention policy, by including bullying prevention in classroom teaching (e.g., by including books that deal with bullying on reading lists). These strategies also focus on developing healthy relationships by including bullying prevention throughout the curriculum in daily classroom teaching.

6) **Intervention Strategies**

Incidents of bullying will be addressed with appropriate and timely responses. Intervention will be consistent with a progressive discipline approach. Intervention strategies could range from early interventions to more intensive interventions in cases of persistent bullying, with possible referral to community or social service agencies. Ongoing interventions may be necessary to sustain and promote positive student behaviour.

The following mitigating factors shall be taken into account:

- (a) The pupil does not have the ability to control his or her behaviour.
- (b) The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
- (c) The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

Lynn-Rose School allows and encourages all students to report bullying incidents safely and in a way that will minimize the possibility of reprisal, through confidential communications to any and all school staff. In recognition of the importance of addressing bullying, which can have a significant impact on student safety, learning, and the school climate, bullying has been added to the list of infractions for which suspension or expulsion will be considered. In considering suspension or expulsion, the following other factors shall also be taken into account:

- (a) The pupil's history and age
- (b) Whether a progressive discipline approach has been used with the pupil.
- (c) Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
- (d) How the suspension or expulsion would affect the pupil's ongoing education.
- (e) The age of the pupil.



- (f) In the case of a pupil for whom an individual education plan has been developed:
- whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
 - whether appropriate individualized accommodation has been provided, and
 - whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

(7) Training Strategies for Members of the School Community

Most bullying occurs in schools, rather than on the way to and from schools. The frequency and severity of bullying is inversely related to the degree of supervision present; that is, more, and more severe, bullying occurs where supervision is least. Playgrounds and schoolyards are areas preferred by bullies. Bullying also occurs in the cafeteria, on lines, in bathrooms, and in classrooms, even when teachers are present. Schools in which the teachers and administrators talk about bullying and monitor its occurrence have fewer bullying incidents. Schools organized as communities, with a common set of goals and norms, have stronger peer relationships and fewer bullying incidents. Students in these communal schools feel a greater bond to the school, to teachers, and to each other, making bullying less likely.

Lynn-Rose training strategies for all administrators, teachers, and educational assistants on bullying prevention and intervention include training on cultural sensitivity and on respect for diversity and special education needs.

(8) Communication and Outreach Strategies

This bullying prevention and intervention policy will be communicated to students, parents, teachers and other school staff, school councils, volunteers, and school bus operators/drivers.

(9) Monitoring and Review

Lynn-Rose Private School annually reviews the effectiveness of this bullying prevention and intervention policy by indicators such as, but not necessarily including:

- an analysis of the school climate through anonymous surveys of students, staff members, and parents provided by their schools (these surveys should be done on a regular cycle); and
- performance indicators for monitoring, reviewing, and evaluating the effectiveness of this bullying prevention and intervention policy.

Roles and Responsibilities

Administration

Principals and Vice Principals take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to academic excellence in a safe, inclusive, and accepting teaching and learning environment;
- holding everyone under their authority accountable for his or her behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.



Teachers and Other School Staff

Under the leadership of their principals, teachers and other school staff maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and other school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, and other members of the school community;
- prepare students for the full responsibilities of citizenship.

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time, and ready to learn;
- shows respect for himself or herself, for others, and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own actions.

Parents

Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents fulfil their role when they:

- show an active interest in their child's schoolwork and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed, and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- show that they are familiar with the provincial Code of Conduct and Lynn-Rose Heights expectations;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

Parents must respect all of LR students. Should an issue occur, it is not acceptable to approach other students personally; the parent must notify the school.



Behaviour Off School Grounds

Students represent Lynn-Rose Private School at all times. Courtesy and consideration for the public, as well as respect for their property is expected at all times. This includes the use of public transport, visits to local businesses, arenas, gyms and auditoriums and field trip excursions of all types. Student misbehaviour in any of these areas will be viewed as most serious.

Progressive Discipline

Lynn-Rose believes in reinforcing positive behaviour. Unacceptable behaviour will result in a progression of logical consequences. Parents will be contacted if negative behaviour persists so that a joint effort can be made to help the student develop better self-discipline.

Lynn-Rose requires students, parents and/or guardians to consult with the principal about any conditions or extenuating circumstances which may affect the behaviour and/or achievement of a student.

The school recognizes its responsibility for reasonable supervision of its students, and for the provision of academic and social guidance and counseling. We cannot be responsible for erratic, willful, or exceptional behavior. A student will not be allowed to place unreasonable supervision burdens on the school or staff or, in the opinion of the staff, be repeatedly disruptive to classmates.

Interviews with the staff, students and parents may be set up to make plans to correct the behavior of a student.

Consequences

Students who do not comply with the standards of behaviour outlined in the Code of Conduct will be dealt with in a fair and considerate manner. Actions will vary depending on the circumstances of each individual case. Mitigating factors are always considered before determining consequences. Consequences may include:

- caution by teacher, support staff, administrator or adult supervisor;
- temporary removal from class, activity or event;
- problem-solving exercise;
- parental contact;
- counselling;
- peer mediation and conflict resolution
- community/school service;
- loss of privileges;
- detention;
- behaviour contracts
- restorative practices
- support and responsibility agreements
- restitution
- suspension;
- expulsion.



Process for Dealing with Consistent Misbehaviours

Level 1

Teachers handle minor disciplinary infractions privately with students. For a repeated offence, parent(s)/guardian(s) are informed, and the situation is recorded on a disciplinary form. On the third documented infraction, the student is referred to the principal, and, a meeting with parent(s)/guardian(s) may be scheduled.

LEVEL 1 OFFENCES:

- Truancy - Repeated tardy or absence from school
- Uniform - Violation of dress code
- Fooling around - Involvement in unsupervised activities
- Littering - Intentional dropping or throwing of items and not picking them up
- Boisterous behavior - Excessive loud behavior
- Running - Anything other than normal walking in the building or in designated areas
- Selling - Selling of any item, including fundraising, without authorization from Administration
- Electronic Devices - Use of cell phones, pods or electronic games on school premises, unless approved for a special event
- Disrupting class - Words, actions or non-compliance with requests made by teachers that cause the learning environment to become unsatisfactory
- Eating - Food being eaten at inappropriate times and in unauthorized places | Gum chewing
- Non-compliance of a disciplinary assignment - Failure to fulfill any assignment or agreement that has been made because of misbehaviour

Level 2

Level two regulations are intermediate rules that require an automatic disciplinary form, plus the immediate attention of Administration. The principal in conference with the student will attempt to resolve the rule violation in one of two ways but will not be limited to these: detention; written report related to the offense. Parent(s)/guardian(s) may be contacted by telephone, notified in writing, and/or a meeting will be scheduled. Repeated offences may result in student is placed on probation; a suspension of one to three days; student is asked to withdraw voluntarily; or student is expelled. A meeting with parent(s)/guardian(s) will be scheduled. The process may but not necessarily follow in progression.

LEVEL II OFFENCES:

- Tussling - Hitting, shoving, punching, kicking, slapping or grabbing in a serious and dangerous manner
- Minor Vandalism - Acts that deface but do not destroy. Acts that create temporary inconvenience
- Lying - Being untruthful by word or by action
- Unauthorized Printed Materials - Items not conducive to the classroom learning environment
- Leaving Campus - Leaving school premises without written permission
- Defiance - Deliberate challenge by disobedience or ignoring written warning for level one offences



Level 3

Administration is immediately involved when the level of offense requires serious action. The matter may be dealt with in one or more of the following ways: student is placed on probation; a suspension of one to three days; student is asked to withdraw voluntarily; or student is expelled. A meeting with parent(s)/guardian(s) will be scheduled. The process may but not necessarily follow in progression.

LEVEL III OFFENCES:

- Disrespect: Speaking to adults or other students in ways that show lack of respect
- Theft - Removing or using property belonging to the school, a teacher, or student without the permission of the owner
- Fighting or Assault - Violent body contact or words written or stated that harm or have the potential to harm someone physically or emotionally
- Vandalism - destruction that has permanent damaging effects upon the school or private property. School property includes property owned by the school, employees, or loaned for school use. Vandalism also includes activities, such as graffiti, spray painting, etc.
- Outlawed materials - The use of materials dangerous to the health and safety of the students, faculty, or guests of the school. This includes matches, firearms, chemicals, cigarette lighters, knives, alcohol, drugs, etc.
- Public Mischief - The inappropriate use of emergency numbers (911) or emergency equipment
- Insubordination or Abusive Language or Gestures - A belligerent or abusive act, statement or gesture that is directed to an employee of the school which involves more than a simple refusal to do something
- Bullying or provoking others - Any attempt to violate another student's rights. This can be physical or spoken harassment, mishandling another student, threatening another student, etc.
- Aiding and Abetting - Urging another student to do something against the law or covering up for a student who has done something in violation of the school rules.
- Inappropriate Language - Swearing or using inappropriate language against or about others
- Forging Signatures - Signing another person's name
- Cheating –Using sources of information for schoolwork that is not approved by the teacher. This would include talking during tests, copying another student's homework, bringing notes, or answers to class during tests
- Plagiarizing - Using and passing off someone else's ideas or writings as one's own



Suspension/Withdrawal

In accordance with the Education Act, a principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Possessing a weapon, including possessing a firearm.
2. Using a weapon to cause or to threaten bodily harm to another person.
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
4. Committing sexual assault.
5. Trafficking in weapons or in illegal drugs.
6. Committing robbery.
7. Giving alcohol to a minor.
8. Bullying, if,
 - a) the pupil has previously been suspended for engaging in bullying, and the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
 - b) Any activity listed above that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
 - c) Any other activity that, under a policy of a Lynn-Rose Heights, is an activity for which a principal must suspend a pupil and, therefore in accordance with this, conduct an investigation to determine whether to recommend to the Appeal board that the pupil be expelled.

Administration may, at its discretion, and in co-operation with the parent(s)/guardian(s), send a student home for a determined period as a disciplinary measure. The circumstances regarding temporary withdrawal and suggestions for future improvement will be discussed with the parent(s)/guardian(s) concerned, as soon as possible.

Where the pupil has been suspended, the principal shall immediately notify in writing the student, his/her teachers and the student's parent(s)/guardian(s).

The Appeal Process

The parent or guardian of a student who is suspended or asked to withdraw may, within three days of notification, appeal in writing to the founder's through the principal's office.