Dewson Street Public School
CODE OF CONDUCT

Our Commitment

Dewson Street Public School is committed to providing a healthy learning and working environment by promoting respect, civility, safety, responsible citizenship, and academic excellence. A positive school climate exists when all members of the school community feel safe, included, and accepted and actively promote positive behaviours and interactions. Equity, inclusion, and respect are critical components embedded in the learning environment.

The Dewson Street Public School Code of Conduct is developed in accordance with the Education Act, the Provincial Code of Conduct, the Toronto District School Board's (TDSB) Code of Conduct and all other TDSB operational procedures. The Dewson Street Public School Code of Conduct also reflects the values and expectations of the Dewson Street Public School community.

The standards of behaviour outlined in the Dewson Street Public School Code of Conduct will apply to all members of the school community, including students, parents and staff, permit holders, volunteers, and visitors:

- On school property;
- While traveling on a school bus that is owed by the Board or that is under contract to the Board or on TTC while attending school sponsored-events;
- In-school sports activities;
- In off-site school-sponsored activities; or
- In circumstances where engaging in an activity will have an impact on the school climate (e.g., online conduct)

Standards of Behaviour

All members of the school community are expected to:

- Respect and comply with all laws;
- Demonstrate honesty and integrity, including academic honesty;
- Respect differences in people, their ideas and opinions;
- Treat one and other with dignity and respect at all times, and especially when there is a disagreement;
- Respect and treat others fairly and promote a positive school climate that is inclusive and accepting of all pupils, including of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status 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;
- Respect persons who are in a position of authority;
- Respect the need of others to work in an environment of learning and teaching.

Progressive Discipline

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to a focus that is both corrective and supportive.

Progressive discipline is a process designed to create the expectation that the degree of discipline will be in proportion to the severity of the behaviour leading to the discipline and that the previous disciplinary history of the student and all other relevant factors will be taken into account.

Progressive discipline must take into account the needs of the individual student by showing sensitivity to identities, diversity cultural needs, and special education needs. In addition progressive discipline must be aligned with Ministry of Education and Board policies on anti-racism (e.g. anti-Indigenous and anti-Black racism), ethno-cultural equity and anti-discrimination education. Interventions (in no particular order) may include:

- Discussion with a teacher, member of the support staff
- Vice-principal or Principal
- Supports offered by Urban Indigenous Education Centre and Centre of Excellence for Black Student Achievement
- Restorative practices
- Attendance / performance/ behaviour contracts
- Time Out
- Reflection Sheet
- Parental contact and involvement in applying an appropriate remedy
- Loss of privilege to participate in specified school activities
- Peer mediation
- Individual or group counseling
- Assessment
- Detention
- Restitution for damage or stolen property
- Community services
- Mental Health and well-being supports

Student breaches of the Board's Code of Conduct and Dewson Street Public School's Code of Conduct will be dealt with in accordance with Operational Procedure PR697: Promoting a Positive School Climate.

Suspension

The behaviours for which a principal may consider suspending a student include:

- Uttering a threat to inflict serious bodily harm on another person;
- Possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user;
- Being under the influence of alcohol or cannabis unless the pupil is a medical cannabis user;
- Swearing at a teacher or at another person in a position of authority;
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- Bullying if; the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;
- Willful destruction of school property;
- Vandalism causing damage to school or Board property or property located on school or Board premises;
- Use of profane or improper language;
- Use of tobacco;
- Theft;
- Aid/incite harmful behaviour;
- Physical assault;
- Being under the influence of illegal drugs;
- Fighting;
- Possession or misuse of any harmful substances;
- Inappropriate use of electronic communications or media devices; and an act considered by the principal to be a breach of the Board's or School's Code of Conduct.

Expulsion

The behaviours for which a principal will consider recommending to a Committee of the Board that a student be expelled include:

- Possessing a weapon, including possessing a firearm;
- Using a weapon to cause or to threaten bodily harm to another person;
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- Committing a sexual assault;
- Trafficking in weapons or in illegal drugs;
- Committing robbery;
- Giving alcohol or cannabis to a minor;
- Bullying if, 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;

- Sexual harassment;
- Racial harassment;
- Hate-motivated occurrences;
- Distribution of hate material;
- Possession of explosive substance;
- Any activity listed in section 306(1) of the Education Act 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; and
- An act considered by the principal to be a serious breach of the Board or School Code of Conduct;
- Trafficking in cannabis;
- Extortion.