

WILLIAM G. DAVIS JR. P.S. CODE OF CONDUCT

Guiding Principle: BE YOUR BEST SELF

At William G. Davis Jr. P.S. we foster a caring and positive atmosphere in which children have the opportunity to work to their full potential by experiencing academic, social and emotional growth and to be their best self each day.

Our Code of Conduct is a combination of expectations and responsibilities. Our goal is to establish a positive school culture by providing a safe and secure learning environment for all students at William G. Davis Junior Public School. By adhering to the rights and responsibilities outlined below, students will be able to reach their full potential, learn, grow, thrive, and be their best self.

TORONTO DISTRICT SCHOOL BOARD MISSION STATEMENT

Our mission is to enable all students to reach high levels of achievement and to acquire the knowledge, skills and values they need to become responsible members of a democratic society.

We value:

- Each and every student
- A strong public education system
- A partnership of students, school, family and community
- The uniqueness and diversity of our students and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning environments that are safe, nurturing, positive and respectful

RESPONSIBILITIES OF STUDENTS

- To arrive on time for school with the required learning materials
- To try their best with every task
- To demonstrate self-discipline and to respect the rights of others
- To conduct themselves in a safe, orderly manner by always following school procedures (e.g., classroom, recess, lunch, hallway transitions, etc.)
- To demonstrate respect toward all students, staff members, guest teachers, visitors, and school property always
- To respect the personal space of others
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RIGHTS OF STUDENTS

- To work and learn in a positive, safe and caring environment
- To receive a quality educational experience
- To be treated fairly and respectfully in an environment free of discrimination
- To know that consequences for breaking rules will be fair, realistic, and clearly explained
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RESPONSIBILITIES OF STAFF

- To establish high expectations for students that are reasonable and attainable
- To treat students fairly, with respect and courtesy, and to be sensitive to their needs as individuals
- To develop and present quality programs consistent with Board and Ministry guidelines
- To provide opportunities for ongoing dialogue with parents related to student achievement, well-being, and behaviour
- To maintain a safe, disciplined, positive and caring learning environment that fosters joy and belonging
- To provide a positive role model for students at all times

RIGHTS OF STAFF

- To teach in a safe, secure, and positive teaching environment
- To be treated with respect and courtesy at all times by students, parents/guardians, visitors, and colleagues
- To receive the support of students and the community

RESPONSIBILITIES OF PARENT/GUARDIANS

- To provide for the well-being of their children, and ensure that their children arrive at school regularly, punctually and ready to learn
- To co-operate with the school in terms of acting as a partner in the education of their children
- To encourage appropriate behaviour at school and a positive attitude toward learning
- To maintain regular and supportive communication between home and school
- To be positive role models by adhering to the Code of Conduct at all times when interacting with students, staff, other parents/guardians while on school property

RIGHTS OF PARENT/GUARDIANS

- To know that a quality education will be provided for their children
- To expect that the school will provide a safe, caring and positive environment conducive to learning
- To communicate with the school on all aspects of their children's progress and behaviour
- To expect the school to follow a progressive discipline model when dealing with inappropriate student behaviour

PROGRESSIVE DISCIPLINE

Objective:

To establish a framework to enable, support and maintain a positive school climate that focuses on progressive discipline and promotes positive student behaviour.

Definitions:

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 individual students by showing sensitivity to diversity, to cultural needs, and to special education needs. In addition, progressive discipline must be in keeping with Ministry of Education and Board policies on antiracism, ethno cultural equity and antidiscrimination education.

INTERVENTIONS

When a discipline issue arises, students will equitably have their side of the situation heard and will have the opportunity to share their perspective through a reflective process. In addition, one or more of the following interventions may be used in accordance with progressive discipline policy:

• Counseling (as necessary)	• reinforcing positive behaviour
• restricting privileges (extra-curriculars)	• providing alternative workspace away from the class
• providing meaningful detentions	• interviewing students informally
• involving parent/guardians	• counseling from Board or outside services
• referring to Student and Community Services	• restitution for damages to Board property
• suspension from school	• involving the police (as necessary)
• recommending expulsion	• use of restorative practices (restorative circles, dialogue, letters of apology etc.)

Cell Phone, Devices, and Online Conduct

Digital access is regularly needed for academic purposes within schools and if accessed responsibly, can be a valuable educational resource.

Any digital access on school property and during the school day must align with the TDSB Online Code of Conduct, must be with direct staff permission, and must be appropriate.

- Students should only visit sites approved by a staff member
- Students will access devices (personal or Board) while at school only with staff permission and supervision
- Students will not engage in cyber bullying (negative, unwanted, repetitive online comments toward others)
- In accordance with the Provincial cell phone policy, cell phones must be turned off and remain away during the school day (including lunch and recess)
- The school cannot be responsible for loss or damage to personal technology/cell phones and therefore it is encouraged for students to keep personal items at home

For additional information, please review the TDSB Online Code of Conduct:

[Online Code of Conduct \(tdsb.on.ca\)](https://tdsb.on.ca)

References:

Provincial Code of Conduct for Schools:

[Policy/Program Memorandum 128 | Education in Ontario: policy and program direction | ontario.ca](https://www.ontario.ca)

TDSB Online Code of Conduct:

[Online Code of Conduct \(tdsb.on.ca\)](https://tdsb.on.ca)

TDSB Code of Conduct:

[Board Code of Conduct \(PR585\) \(tdsb.on.ca\)](https://tdsb.on.ca)

