



TERRY FOX PUBLIC SCHOOL CODE OF CONDUCT

Rationale

Everyone has the right to be safe and to feel safe, welcome and included at school.

Responsibilities

- Safety is everyone's responsibility.
- Everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity.
- Everyone is responsible for preventing harm.
- Students, staff, volunteers, parents and guardians have additional responsibilities unique to their roles.

Standards of Behaviour

- We value one another and treat each other with respect and dignity.
- We educate our students to be caring, responsible community members who protect everyone's physical, social, academic and emotional well-being.
- Bullying and harassment in any form are wrong and hurtful. Bullying is aggressive and typically repeated behaviour that is intended to cause harm, fear or a negative environment for another individual. Bullying is an abuse of power, authority or control over another person or group. It is never acceptable.
- Everyone has a role to play as we work together to prevent, identify and respond to bullying and exclusion. We all are accountable for our actions.
- Where bullying does occur, we respond in a manner that is fair and appropriate, to build relationships that are respectful. Restorative practice is one strategy we use to prevent, and repair the harm caused by, bullying and exclusion.
- We also use progressive discipline to prevent and respond to behaviour that violates this Code of Conduct. Consequences for unacceptable behaviour may range from warnings to suspension or expulsion.

1. School Code of Conduct

The Kawartha Pine Ridge District School Board (KPR) and Terry Fox Public School believes everybody has the right to be safe, and to feel safe, welcome and included, in the school community. This School Code of Conduct reflects the guiding principles of the Board's Safe, Caring and Restorative Schools Policy and the Ontario Code of Conduct. It supports a common understanding for safe learning and working environments, where everyone is treated with respect, fairness and dignity. It also helps to prevent bullying in schools. The School Code of Conduct applies to students while they are at school, engaged in a school-related activity, or in other circumstances where the activity affects the school climate.

2. School Code of Conduct Responsibilities

2.1 Common School Community Member Responsibilities

- Safety is everyone's responsibility.
- Everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity.
- Everyone is responsible for preventing harm.
- Students, staff, parents and guardians have additional responsibilities unique to their roles.

2.2 Additional Student Responsibilities

- exercise self-discipline, follow the established rules and accept responsibility for their actions based on age and individual ability;
- come to school prepared, on time and ready to learn;
- show respect for themselves, for others and for those in authority; and
- refrain from bringing anything to school that may compromise the safety of others.

2.3 Additional Staff Responsibilities

- help students achieve their full potential and develop their self-worth
- assess, evaluate and report student progress
- communicate regularly and meaningfully with students, parents or guardians
- discipline fairly and consistently, taking any mitigating factors into account, as required by school board regulations on Discipline/Promoting Positive Student Behaviour/Code of Conduct, and the School Code of Conduct
- be on time and prepared for all classes and school activities
- prepare students for the full responsibilities of membership in their community/society
- safeguard students from persons or conditions that interfere with the learning process
- understand and minimize any biases that may affect student-teacher relationships.

2.4 Additional Parent/Guardian Responsibilities

- attend to their child's physical, social, academic and emotional well-being
- show an active interest in their child's school work and actively support student progress
- communicate regularly with the school
- help their child be neat, clean, appropriately dressed and prepared for school
- ensure their child attends school regularly, is on time, and gets to and from the school or bus stop safely
- promptly report to the school their child's absence or late arrival
- become familiar with the Code of Conduct and school rules
- encourage and assist their child in following the rules of behaviour
- assist school staff in dealing with disciplinary issues for their child.

3. Standards of Behaviour

3.1 Respect, Dignity, Civility, Equality and Responsible Participation in School Life

We value one another and treat each other with respect and dignity. We educate our students to be caring, responsible community members who protect everyone's physical, social, academic and emotional well-being. Everyone in the school community must:

- respect differences among people, their ideas, opinions, experiences and perspectives
- treat one another with dignity at all times, especially when they disagree
- respect and treat everyone fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability or language
- respect and comply with federal, provincial and municipal laws
- demonstrate the character attributes set out by the school board
- respect the rights of individuals and groups
- show proper care and regard for school and student property
- take appropriate measures to help one another
- address behaviours that are disrespectful, unwelcoming or that exclude anyone
- use non-violent means to resolve conflict
- dress appropriately with regard to exposure, cleanliness and message
- respect persons who are in a position of authority
- respect the common goal to work in a positive environment of learning and teaching.

3.2 Physical and Emotional (Psychological) Safety

To protect the physical and psychological safety of everyone at school, we will not tolerate:

Weapons

- possession of any weapon or replica weapon, such as firearms
- use of any object or means to threaten or intimidate another person
- causing any injury to a person with an object

Alcohol and Drugs

- possessing, being under the influence of, or providing others with, alcohol or restricted drugs

Physical Aggression

- inflicting or encouraging others to inflict bodily harm on another person
- intimidation

Non-physical Aggression

- emotional, sexual, homophobic, racist, sexist, faith-based, ability-based or social status-based actions that hurt an individual or group, whether intentional or not
- threatening physical harm, bullying or harassing others
- using any form of discrimination, stereotype, prejudice, harassment, hate/bias-motivated act.

Further to these standards of behaviour, all school members are expected to seek staff assistance, if necessary, to resolve conflict peacefully.

3.3 Bullying and harassment in any form are wrong and hurtful. Everyone has a role to play as we work together to prevent, identify and respond to bullying and exclusion. We all are accountable for our actions. Where bullying does occur, we respond fairly and appropriately, to build respectful relationships. Restorative practice is one strategy we use to prevent, and repair the harm caused by, bullying and exclusion.

Bullying, by definition: is aggressive and typically repeated behaviour by a pupil where:

- the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:
- causing harm, fear, or distress to another individual, including physical, psychological, social or academic harm to the individual person's reputation or harm to the individual's property; or
- creating a negative environment at a school for another individual
- the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.
- the behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying includes bullying by electronic means, including:

- creating a web page or blog in which the creator assumes the identity of another person
- impersonating another person as the author of content or messages posted on the Internet
- communicating inappropriate material electronically to more than one individual, or posting material on a website that may be accessed by one or more individuals.

Bullying, in any form, has negative effects on:

- a student's ability to learn
- healthy relationships and the school climate
- a school's ability to educate its students.

We **will not accept bullying** on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where bullying has a negative effect on school climate.

4. School Code of Conduct Rules

- Students must be allowed to learn.
- Teachers must be allowed to teach.
- The following behaviours are **not acceptable** for anyone in the school community:
- physical, verbal, electronic, written or other means of sexual or psychological abuse (e.g., sarcasm, ridicule, humiliation)
- assault
- bullying

- actions motivated by hate, bias or discrimination (e.g., on grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability).
- damage to property in the school environment (including school grounds, buses, trips.)

The principal may apply these rules when the pupil's conduct outside school negatively impacts the school.

5. School Code of Conduct Procedures

5.1 Signage

- Signs will be posted directing visitors to begin their visit at the office.
- All visitors to the school, including parents and guardians will be asked to sign in if visiting the school.

5.2 Attendance

The importance of regular attendance cannot be over-emphasized. Students who miss a lot of days of school do poorly on assignments and tests and find it difficult to participate in classroom work. Their marks go down and sometimes passing their year is compromised. Referrals to the attendance counsellor are made for repeated absences, and making up lost time is a consequence for being late. Likewise being on time for our 9:20 a.m. entry bell gets everyone off to a good, well-organized beginning to the day.

Reporting a Student's Absence

At KPRDSB and Terry Fox your student's safety is our highest priority! It is important to report your child(ren)s absence, this will allow us to make sure all of our students at Terry Fox arrive safely at school, every day. The new School Messenger system that was implemented a few years ago makes it easier for you to let us know when your child will be absent or late and ensure they are safe and accounted for more efficiently and quickly.

This **School Messenger** reporting system allows you to report your child's absence, late arrival, or to enter future absences (ie: appointments), quickly and conveniently, in any of one of the following 3 ways:

- School Messenger app – this is a free download and very easy to use.
- Internet - at www.studentabsence.kprdsb.ca
- Phone – 1-844-434-8119. I have checked and your cell number is attached to CHILD file.

You will be able to use whichever of these methods you prefer to report absences at any time.

What Happens? By using whichever method you prefer, please do so before our morning bell time at 9:20 am. **After** this time, the system will **no longer allow** you to enter that day's absence or late. The system will continue attempting to reach multiple contact numbers from the student's emergency contact information, to confirm the child is safe.

By using the toll free number, website or app to report your child absent before our morning bell, you and your emergency contacts will **NOT** receive a call.

5.3 Clothing

Students are expected to be clean and wear clothing to school that is appropriate and allows them to participate fully in the learning activities.

Clothing which displays alcohol, obscene language/images, illegal substances, sexist or racist language/images, which are demeaning (put-downs) is unacceptable. Students wearing such clothing will be given the following choices:

- turn offensive clothing inside out
- change into gym clothing

- borrow something to change into from a friend
- call home to arrange for a change in clothing

Consequences may be assigned.

Body sprays are causing allergic reactions. These should not be brought to school. If needed students should bring a roll-on form of antiperspirant or deodorant.

5.4 Lunch Program

Students who regularly stay for lunch will not be permitted to leave school property unless they have a signed and dated note from their parent/guardian. This note must be given to the office prior to leaving the building. Students with permission will be able to leave school at the 1:45 p.m. nutrition break only, not the 11:25 am break. We cannot allow students to phone home for permission on the spur of the moment. Through this policy we hope to teach students to accept responsibility for planning ahead and making the appropriate arrangements. **Food purchased off school property at the nutrition break should be consumed before returning to the school.** As a safety measure, those intermediate students leaving school property for lunch at second nutrition break are required to have a permission form signed indicating that parental approval is for the entire year or granted only with a note on that day.

5.5 School Equipment

1. Footwear - A pair of indoor shoes suitable for wearing in the classroom and for gym (not black soles that leave marks please). We must be ready to evacuate in case of emergency and our classroom floors need to be kept clean too. Students in JK to Gr. 6 are asked to have both outdoor footwear and indoor shoes since classroom activities often require clean floor space. Students should not be without any footwear while in school.
2. Books - School textbooks, library books and other materials are provided to students. Care of these expensive books and materials is an absolute necessity. Students will be required to pay for lost or damaged school property, including library books.
3. Lockers - Intermediate students, and junior students in grade 6 to 8 are provided with a locker. These lockers remain the property of the Board and the school reserves the right to have access to the locker at any time. Every locker must be secured with a combination lock and combinations are to be kept on file with the teacher and the office. For safety reasons locker doors must be kept locked. Locks with keys or changeable combinations are not permitted. Combinations are not for sharing with friends. The school is not responsible for items that are lost or stolen from lockers. Offensive or suggestive material is not to be displayed in or on the locker. Lockers should be kept in good repair. Students are asked to please use magnets to hang items in their locker lockers.

5.6 Physical Education

Running shoes are required, T-shirts, track suits or shorts are recommended. Runners with light coloured soles reserved for indoor use protect our cushioned gym floor and maintain a clean classroom environment for all students.

It is recommended that students in grades four, five and six should have gym clothes (at least a t-shirt) into which they can change for physical education classes. Intermediate students should use the following equipment: gym shorts, or sweat pants, t-shirts, socks and running shoes.

5.7 Bus Routines

Riding to and from school is an important part of the school day. It is imperative that you follow rules on the bus and remember that the bus driver is in charge. **NO STUDENT WILL BE ALLOWED TO LEAVE THE BUS AT A DIFFERENT STOP OTHER THAN THEIR REGULAR ROUTE.**

Please note that students are to ride only on the buses to which they are assigned. They may not change buses or ride home on a friend's bus.

On inclement weather days, any school bus delays of more than twenty minutes, all bus cancellations and any early departures will be reported on radio station CHUC 1450 AM and 93.3 FM. Board policy states that if buses are cancelled in the morning due to weather conditions, they will not run in the afternoon. This means

that if parents/guardians make a decision to transport their children to school on an inclement weather day, they must be available at dismissal time (3:40) to pick up their children.

Bus rules to be followed to ensure the safety of all children:

- Be at the bus stop 5 minutes prior to the arrival of the bus.
- Be respectful of others. Don't push when boarding or leaving the bus.
- Always remain seated.
- Open windows with the driver's permission and keep heads, hands, and arms inside the bus.
- No eating and drinking on the bus.
- Respect the bus driver and follow his/her instructions.
- Respect bus property as if it were your own.

Students who repeatedly break bus safety rules may be suspended from the bus as per board policy.

5.8 Field Trips

Field trips fulfil a variety of educational goals. All trips are carefully supervised, and parent permission is always required. Consent forms must be returned before a student is allowed to leave the school on a field trip. Telephone permission is neither convenient nor reliable nor is it an acceptable way to learn responsibility. Costs vary according to admission fees, distances travelled and type of vehicle required; however, if cost prevents a student from participating, the principal or vice-principal should be contacted confidentially. Teachers responsible for planning and organizing a specific field trip will review academic and behavioural performance of students. Criteria will include: completion of work, respectful behaviour, and ability to handle a less structured environment. In some cases, extra parent support such as parental accompaniment may be required to ensure a successful trip.

5.9 Communication

Communication between home and school is certainly a contributing factor to the success students have at school. Terry Fox School staff is committed to regular communication through school and class newsletters, school website, calendars, notes, phone calls, sending work home and Edsby.

Report cards will be distributed three times per year. The Ministry requires that parents/guardians complete and sign the third page each time and return it to the school.

Parents/guardians wishing to speak with the teacher should call the school to make the necessary arrangements. It is very difficult for teachers to discuss important issues while they are supervising a classroom of students. Therefore, unless it is an emergency, please call ahead to make an appointment.

The school newsletter comes home weekly or biweekly using School Messenger.

If you do not receive one on that day, ask your child and then call the school. It is also available through our school website and posted on Edsby. Please call the school to provide us with your e-mail address if you would like to receive the newsletter by e-mail.

5.10 Safety and Wheels

For safety reasons, the use of bicycles, skateboards and scooter or any other wheeled apparatus on school property is not permitted until all students have left at 4 p.m. Bicycles must be stored in the racks provided at the front entrance to the school and should be locked. Skateboards and scooters used to get to school must be carried on to school property and properly stored in lockers (or backpacks for those who do not have lockers). They are a danger if not stored in this way and will be confiscated. Students are reminded that they are responsible for wearing a helmet when riding their bike.

5.11 Homework Policy

Definition: Homework refers to educational tasks which are to be carried out or completed outside of school hours.

Rational: Homework helps to build lifelong skills such as self-discipline, task commitment, time management, responsibility, independence, initiative and problem solving.

Types of Homework:

1. Preparation - This type of homework is to prepare for a lesson before it is formally taught e.g. reading ahead, research materials gathered, thinking skills developed.
2. Practice - Provides students with the needed review and reinforcement about material or skills presented in a previous lesson e.g. extra practice, completing assigned work for the day.
3. Extension - Guides students so they expand on concepts that were taught in class e.g. research projects, application of skills/concepts studied in class, enrichment activity.
4. Creative - Includes analysis, synthesis and evaluation. This type of homework is inventive and resourceful using student initiated ideas e.g. speeches, science projects, drama/play, independent research.

Homework and Assessment

Homework is a means to the end of increased academic achievement and contributes to the overall assessment of student progress. Students will be informed as to how homework will be assessed in each class.

5.12 Personal Electronic Devices (PED)

The use of personal mobile devices during instructional time is permitted under the following circumstances:

- for educational purposes, as directed by an educator
- for health and medical purposes
- to support special education needs

Cells phones and other personal electronic devices are not permitted to be used on the yard and should be stored safely in the school during recess times.

5.13 Music Program

We are very proud of the music program at Terry Fox School. Grade 7 and 8 students have the opportunity to learn how to play an instrument of their choosing from the Brass, Woodwind or Percussion Families.

Instrumental music is taught with Grades 7 & 8.

A variety of extra-curricular music activities -bands, choirs, ensembles - allows students the opportunity to excel in the music area of their choice. Students have the opportunity to perform individually or in groups for performances at special times of the year.

5.14 Extra- curricular programming

Staff provide many opportunities for students to participate in out-of-class programs. Our sports teams compete against other schools. In order to qualify to be a member of a school team, students must have appropriate behaviour and good academic habits. Students are encouraged to be involved in learning through extra-curricular activities.

5.15 Computer Resources

At Terry Fox Public School, we have Chromobook carts, I-pads and an extensive Makerspace. While the School Board has put into place precautions to restrict access to controversial sites, it is not possible to guarantee that the unexpected will not pop up or be deliberately accessed. Therefore, students are expected to use all computers in a safe and courteous manner for the gathering of information, presentations, and communications. Language used on the network and Edsby must maintain the standard expected of any language used at school. When accessing the school's WiFi with PEDs the same expectation applies. The school's computers are not available for students to access personal e-mail accounts or to send e-mails unless authorized to do so by a teacher for school related activities. All computers and related equipment are fragile and expensive. Vandalism and/or sabotage will result in immediate cancellation of network user privileges, disciplinary action and cost recovery measures.

5.16 Edsby / Google Platforms

When using Edsby, our students are reminded this electronic platform is for educational purposes only. As stated in the Safe, Caring and Restorative Schools Policy under subsection 2.3 bullying by electronic means is not acceptable. As the policy states

2.3 These incidents include those which are physical, verbal, electronic or in written form. Cyber-bullying includes bullying by electronic means including:

2.3.1 creating a web page or blog in which the creator assumes the identity of another person;

2.3.2 impersonating another person as the author of content or messages posted on the internet; and

2.3.3 communicating inappropriate material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Student will no longer have access to Edsby if they are using this tool in unacceptable ways.

6. Strategies to Promote Positive Student Behaviour

6.1 Prevention Strategies

Schools in the KPR Board promote academic excellence through the character attributes of respect, responsibility, honesty, integrity, empathy, fairness, initiative, perseverance, courage and optimism, to enable all students to reach their full potential. Schools also use restorative practice, an approach that manages conflict by repairing harm and strengthening relationships. It holds the individuals causing harm accountable for their actions, and it allows everyone – the person harmed, the person causing harm and others affected – to express the harm that was caused and any resulting needs. Restorative practice allows reparation (“making it right”), healing and reintegration, while preventing future harm. It may include responses ranging from informal conversations or meetings, to formal restorative conferences.

In addition, the Board’s Code of Conduct sets clear standards of behaviour that are firm and fair. These standards apply to everyone in the school system – students, parents, guardians, volunteers, employees – whether on school property, on school buses, at school-related events or activities, or in other circumstances that could affect school climate. **Prevention strategies** are designed to:

- establish a positive school climate
- maintain effective classroom management and discipline
- encourage, reinforce and reward positive behaviour
- promote social skills development
- provide information regarding anger management programs
- use peer counselling and conflict resolution
- use effective, respectful home-school communication.

6.2 Supportive Intervention Strategies use:

- “teachable moments” (using a current situation or news story to teach students a valuable skill or lesson)
- verbal reminders, redirection and reinforcement
- interviews, discussion and active listening
- offering positive choices to support positive behaviour/citizenship
- problem solving techniques including restorative practices
- contracts for expected behaviour
- appropriate outside agency support
- school/Board/community resources
- understanding of individual and group interactions and power imbalances within society
- learning and information-sharing to better understand people and situations.

6.3 Community Threat Assessment Protocol

The KPR school board also has a Community Threat Assessment Protocol (CTAP) in place with many local agencies and police services. When student behaviours pose a potential threat to safety or risk of serious harm, the CTAP helps principals take immediate steps to protect student well-being and respond to threatening incidents. Please speak with the principal for further information on this protocol.

7. Consequences for Unacceptable Behaviour

Consequences for unacceptable behaviour are appropriate to the individual, circumstances and actions. Schools use progressive discipline, with a range of responses, supports and restorative practices that promote positive behaviour and inclusive school cultures. Consequences are firm, fair, clear and appropriate to the student's age and development. They include learning opportunities, to reinforce positive behaviours and help students make good choices. For students with special education needs, consequences and supports are consistent with the student's Individual Education Plan (IEP). The Board, principals and vice-principals consider all mitigating and other factors, as required by legislation. Progressive discipline and restorative approaches are outlined in detail in the Safe, Caring and Restorative Schools Manual for administrators.

7.1 Consequences may include one or more of the following:

- warnings
- time-outs
- time owed
- restricted privileges
- apology
- restitution (eg. paying for damage, community service)
- suspension
- expulsion

7.2 The Principal, or their designate, **will consider suspending** a student if they believe that the pupil has participated in any of the following infractions:

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.
- Being under the influence of alcohol.
- 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
- Bullying, by definition, is aggressive and typically repeated behaviour by a pupil where:
- the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of causing harm, fear, or distress to another individual including physical, psychological, social or academic harm to the individual person's reputation or harm to the individual's property, or creating a negative environment at a school for another individual.
- the behavior occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education.
- Behaviour includes the use of any physical, verbal, electronic, written or other means.
- Cyber-bullying includes bullying by electronic means including:
- creating a web page or blog in which the creator assumes the identity of another person,
- impersonating another person as the author of content or messages posted on the internet, and
- communicating inappropriate material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.
- bullying adversely affects a student's ability to learn.
- bullying adversely affects healthy relationships and the school climate.
- bullying adversely affects a school's ability to educate its students.
- bullying will not be accepted on school property, at school related activities, on school buses, or in any other circumstances(e.g. on-line) where engaging in bullying will have a negative impact on the school climate.
- Persistent opposition to authority.
- Habitual neglect of duty.
- The willful destruction of school or Board property.
- The use of profane or improper language.
- Conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others in the school.

- Being involved in a physical altercation.

7.3 As required by law, a student **shall be suspended and considered for expulsion** on the following grounds:

- 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 sexual assault.
- Trafficking in weapons or in illegal drugs.
- Committing robbery.
- Giving alcohol to a minor.
- Bullying, if:
 - the pupil has previously been suspended for engaging in bullying, and
 - the pupil's continued presence in the school creates an unacceptable risk to the safety of another person.

Any incident including bullying, 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 similar factor (e.g. socio-economic status, appearance).

7.4 In accordance with provincial directives, a student **may be suspended, and expulsion may be considered**, if:

- the pupil commits an infraction in the school community, which has an adverse effect on the school
- the pupil's pattern of behaviour is so "refractory" (unmanageable) that the pupil's presence is harmful to the learning environment
- the pupil has taken part in activities that:
 - cause the pupil's presence to be harmful to the physical or emotional well-being of others in the school
 - cause extensive damage to property at the school or to property located on the premises of the pupil's school
- the pupil's pattern of behaviour has shown the pupil has not prospered by the instruction available, and the pupil persistently resists changing their behaviour.

Where illegal activities – including those noted above – take place, schools also involve their local police service. The School Board – Police Protocol guides police involvement in schools.

KPRDSB SAFE, CARING AND RESTORATIVE SCHOOLS: Discipline/Promoting Positive Student Behaviour/Code of Conduct (Regulation Code: ES-1.1.1A)

POSITIVE STUDENT BEHAVIOUR/ Policy (Code Reference: ES-1.1)