



CODE OF CONDUCT

Statement of Beliefs:

Our school code of conduct is based upon the following beliefs as stated in [Policy JK – Supporting Student Behaviour](#):

Students demonstrate expected behaviours, when they have the knowledge and skills to do so.

- When a student exhibits concerning or serious behaviours, we understand that they behave this way due to lagging skills and have difficulty coping with the demands of the situation.
- The purpose of intervention is to decrease or stop the concerning or serious behaviour and to teach or create the conditions for expected behaviours.

Our core understanding of student behaviour is that a student's specific behaviours are predictable and understandable when we examine the student's previous experiences, diagnoses, skills and the context (situational demands) in which the behaviour occurs. When a student exhibits concerning or serious behaviours, we understand that they behave this way because they are lacking specific skills and have difficulty coping with the demands of the situation. When supporting and responding to student behaviour, students' unique needs, developmental stage and age will be considered providing opportunities for learning and growth that maintain students' dignity and promote positive relationships.

Pedagogy, practices and strategies to support student behaviour will:

- be informed by current educational and behavioural research;
- comply with:
 - o [The Public Schools Act](#) (Manitoba);
 - o [The Education Administration Act](#) (Manitoba): Appropriate Educational Programming Regulation 155/2005;
 - o [Appropriate Disciplinary Consequences in Schools Regulation](#) 92/2013;
 - o [Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the Use of Seclusion](#) (2021);
 - o [Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the Use of Suspension](#) (2023); and
 - o [Appropriate Educational Programming – Standards for Student Services Programming: Standards for Student Services](#) (2022), which includes the Student Specific Planning process;

- be developed collaboratively with the appropriate school staff, parent(s)/guardian(s)/caregiver(s) and community supports personnel;
- employ a whole-school approach to creating positive supportive, safe, intellectually engaging classroom settings in which all students can be successful;
- teach social and emotional skills using developmentally appropriate supports and learning opportunities;
- reflect an understanding of factors that promote student success and create the conditions for student emotional, academic and intellectual engagement; and
- reflect an understanding of the risk and protective factors that can affect student behaviour.

Provincial Requirements

- Students must be respectful and must observe the code of conduct.
- The following will result in an intervention:
 - o abusing physically, sexually, or psychologically — orally, in writing or otherwise — any person,
 - o bullying (as defined in the glossary)
 - o discriminating on the basis of any characteristic set out in subsection 9(2) of [The Human Rights Code](#) (Manitoba)
 - o using, possessing, or being under the influence of alcohol, cannabis, or illicit drugs at school
- The following may not occur on school sites:
 - o gang activity
 - o possessing a weapon, as weapon is defined in section 2 of the Criminal Code (Canada)
- Students must adhere to divisional policies (including but not limited to [Policy IJNDC – Internet and Information Systems Use: Staff and Students](#) and [Policy GBEF/JICJ – Use of Cell Phones in Schools](#)) respecting the appropriate use of the following:
 - o digital technology, including the Internet, websites, social media, e-mail, text messaging, instant messaging and artificial intelligence, and
 - o digital cameras, cell phones, and other electronic or personal communication devices
- [Policy JK – Supporting Student Behaviour](#) shall guide decisions relative to behaviour intervention, response, or consequence due to non-observance of the school code of conduct (see also [Supporting Student Behaviour Using a Student-Centred and Strengths-Based Approach](#)).
- In the event of disagreement, parent(s)/guardian(s)/caregiver(s) shall follow:
 - o the [Louis Riel School Division Protocol for the Resolution of Concerns](#); or
 - o [Policy JBB – Appropriate Educational Programming: Dispute Resolution](#) in cases where concerns arise regarding appropriate educational programming for students with a Student Specific Plan.