**Purpose**
Darwin School is committed to providing a welcoming, safe, caring, inclusive, and intellectually engaging school community where effective teaching and learning can occur and where every student has opportunities to experience success.
This Code of Conduct applies to students while at school, during school and divisional activities, and while participating in school-sponsored activities in the broader community.

**Our Shared Commitments**
At Darwin School, we work together by:

- **Demonstrating responsibility**
- **Appreciating differences and celebrating the strengths of others**
- **Respecting ourselves, others, learning, and the environment**
- **Working as a team to build a safe community of learners**
- **Inspiring the best in all we do**
- **Nurturing the mind, body, and spirit**

**Statement of Beliefs**
The Darwin School Code of Conduct is based on the following beliefs:

- Students demonstrate expected behaviours when they have the knowledge and skills to do so.
- When a student exhibits concerning or serious behaviour, we understand that the student may be experiencing lagging skills or difficulty coping with the demands of the situation.
- The purpose of intervention is to decrease or stop concerning or serious behaviour and to teach, support, or create the conditions necessary for expected behaviour.
- When supporting and responding to student behaviour, the student's unique needs, developmental stage, and age will be considered.
- Responses to student behaviour will provide opportunities for learning and growth, maintain student dignity, and promote positive relationships.

**Supporting Student Behaviour**
Darwin School uses a student-centered, strengths-based, and whole-school approach to supporting behaviour. Practices and strategies will:

- Be informed by current educational and behavioural research
- Create positive, supportive, safe, and intellectually engaging learning environments
- Teach social and emotional skills through developmentally appropriate support and learning opportunities
- Recognize the factors and conditions that contribute to students' emotional, academic, and intellectual engagement
- Consider the risk and protective factors that may affect student behaviour
- Be developed collaboratively, when appropriate, with school staff, parents, guardians, caregivers, and community support personnel
- Comply with applicable provincial legislation, regulations, policy directives, and standards, including processes for Student Specific Planning

**Student Responsibilities**

Students are expected to:

- Demonstrate respect for the rights, roles, responsibilities, safety, and dignity of other students and staff
- Demonstrate respect for the school, the environment, and the property of others
- Follow reasonable directions from staff
- Contribute positively to a safe, inclusive, and supportive learning environment
- Attend school regularly and arrive on time
- Participate in learning and complete assignments to the best of their ability
- Ensure that assignments, assessments, and other demonstrations of learning reflect academic honesty
- Follow school and divisional expectations regarding appropriate attire
- Use language and behaviour that respect the dignity, identity, and belonging of others
- Observe this Code of Conduct and all applicable school and divisional policies

**Digital Technology and Personal Communication Devices**

Digital technology must be used safely, responsibly, ethically, and for authorized educational purposes. Students must respect privacy, confidentiality, copyright, academic honesty, and the rights of others when using technology.

Students must also follow school and divisional expectations regarding when and how cell phones and other personal communication devices may be accessed or used during the school day.

**Behaviours Requiring Intervention**

Students must be respectful and observe the Code of Conduct. The following behaviours will result in intervention:

- Abusing any person physically, psychologically, orally, in writing, electronically, or by other means
- Bullying, as defined by applicable provincial legislation and divisional policy
- Discriminating against a person based on a characteristic protected under subsection 9(2) of *The Human Rights Code* of Manitoba
- Using, possessing, or being under the influence of alcohol, cannabis, or illicit drugs at school
- Gang activity
- Possession of a weapon, as “weapon” is defined in section 2 of the *Criminal Code* of Canada

Depending on the nature and seriousness of the behaviour, administrative involvement may be immediate.

**Intervention and Response**

Decisions concerning behaviour intervention, response, or consequence will be guided by Louis Riel School Division Policy JK, *Supporting Student Behaviour*.

Interventions are intended to:

- Preserve the dignity and self-worth of everyone involved
- Protect the physical and emotional safety of students and staff
- Stop or decrease concerning or serious behaviour
- Help students develop the knowledge and skills needed to demonstrate expected behaviour
- Repair harm and restore relationships when appropriate
- Provide opportunities for reflection, learning, accountability, and growth
- Respond to the student's individual needs, developmental stage, age, circumstances, and Student Specific Plan, where applicable

The school's response will be reasonable, proportionate, and appropriate to the situation.

**Possible Supports, Interventions, and Consequences**

Depending on the circumstances, interventions may include:

- Direct teaching, reteaching, or reinforcement of expected behaviour
- Problem-solving and restorative conversations
- Counselling
- A formal conference
- Communication and collaborative planning with parents, guardians, or caregivers
- Temporary withdrawal from the classroom or activity
- Removal or restriction of privileges
- Detention
- Restitution or repair of harm
- Clinical or community referral
- A behaviour, safety, support, or performance plan
- Student Specific Planning
- Police involvement when required or appropriate
- In-school suspension
- Out-of-school suspension

No single list can address every situation. The specific response will be determined by the circumstances, applicable legislation and divisional policy, the needs of those affected, and the educational purpose of the intervention.

**Collaborative Planning**

Where appropriate, behaviour supports and interventions will be developed collaboratively with:

- Student with support of parents, guardians, or caregivers
- Classroom, school and clinical support staff at school level

Note: Collaborative planning will focus on identifying student strengths and needs, teaching necessary skills, improving safety, reducing barriers to success, and supporting positive relationships.