

The primary goal of Frontier School Division is to provide the highest quality education possible for its students. The Division maintains that a safe and inclusive school environment protects the dignity and well-being of all students.

The Division is committed to providing an environment for students that fosters and maintains respectful and responsible behaviours and a safe and caring school environment where individuals are respected, cared for and valued. The Division has established policies and regulations, noted below, to ensure this commitment is carried out.

As is required by the Manitoba *Safe Schools Charter*, Section 47, and by the Division's commitment to providing a safe learning environment, each school shall have both a written Code of Conduct on student discipline and an Emergency Response Plan approved by the local school committee and by the Chief Superintendent.

Information: Policy C.2.I, Threat Assessment
Policy G.1.B, Student Suspension
Policy G.1.C, Student Expulsion
[The Safe Schools Charter](#), Section 47

Adopted September 1, 2009	Revised October 6-7, 2014	
---------------------------	---------------------------	--

1. General Guidelines

All students have the right to learn in environments free of negative conduct or actions. The Division expects staff and students to support safe and inclusive learning environments by respecting human diversity and refraining from expressing negative conduct or actions based on gender bias, sexual stereotyping, sexual orientation and/or gender identity. Students wishing to establish activities organizations that promote gender equity, antiracism, inclusion for all students will be supported. The student groups are able to use titled such as “gay-straight alliance” or any other names consistent with the promotion of a school environment that is positive, inclusive, and accepting of all students.

The Division will:

- promote respect for all persons,
- promote respect for human sexual diversity,
- promote learning environments that are free of negative conduct or actions including but not limited to gender bias, sexual stereotyping, sexual orientation and/or gender identity,
- provide resources and professional learning that support all staff, students and families, including responding to any individuals who need information about gender identity or sexual orientation.

2. Bullying

Bullying is a behaviour that:

- may take place by means of any form of interaction or communication including any electronic devices personal or otherwise (cyberbullying),
- is intended to cause, or should be known to cause fear, intimidation, humiliation, distress or other forms of hurt to another person’s body, feelings, self-esteem, reputation or property,
- is intended to create, or should be known to create a negative school environment for another person,
- characteristically takes place in a context of a real or perceived power imbalance between the people involved and is typically, but does not need to be repeated behaviour,
- may be direct or indirect.

A person participates in bullying by directly carrying out or intentionally assisting or encourages the bullying behaviour in any way.

A person may also participate in bullying through their presence as a bystander.

3. Reporting

Any employee who is aware that a student may have engaged in bullying or has been negatively affected by bullying must report the incident to the Principal as soon as reasonably possible, even if it takes place outside of school hours or off school property. Principals will investigate any reports of bullying or cyberbullying, and take action as appropriate.

4. Interventions and Disciplinary Consequences

Interventions and disciplinary consequences must emphasize positive and proactive strategies that foster student learning and are appropriate given the frequency and severity of the conduct, and take into account the student’s state of development. Consequences may range from informal discussions through to suspensions and/or expulsion.

5. Policy References

Policies and protocols that Principals reference to guide and respond to behaviours that contravene safe and inclusive learning environments include but are not limited to:

- C.2.I – Threat Assessment,
- G.1.B – Student Suspension,
- G.1.C – Student Expulsion,
- G.1.E – Investigation by Police in Schools,
- G.1.G – Search of Students and Search and Seizure of Student Property,
- F.1.L – Use of Information and Communication Technology (ICT).

Information: *Safe and Caring Schools – Provincial Code of Conduct, Appropriate Interventions and Disciplinary Consequences (January 2014)*

Adopted October 6-7, 2014		
---------------------------	--	--

CODE OF CONDUCT AND EMERGENCY RESPONSE PLAN CHECKLIST FOR PRINCIPALS

Exhibit G.1.A-EX1

School _____

Code of Conduct and Emergency Plan Established _____ (date)

Safe School Advisory Committee Established _____ (date)

The School's Code of Conduct and Emergency Response Plan are to be completed by October 31 in each year and approved by the local School Committee and the Chief Superintendent.

The **CODE OF CONDUCT** must meet requirements of *The Education Administration Act* including:

- Statement that pupils and staff must behave in a respectful manner and comply with the code of conduct,
- Statement that the following are unacceptable:
 - o Abusing physically, sexually, or psychologically – orally, in writing or otherwise – any person,
 - o Bullying,
 - o Discriminating unreasonably on the basis of any characteristic set out in subsection 9(2) of *The Human Rights Code*,
 - o Using, possessing or being under the influence of alcohol or illicit drugs at school.
- Statement that the following will not be tolerated on school sites:
 - o Gang involvement,
 - o Possessing a weapon, as “weapon” is defined in Section 2 of the *Criminal Code* (Canada),
- Statement that pupils and staff must adhere to school board policies and the provisions of the code of conduct respecting the appropriate use of
 - o the Internet, including social media, text messaging, instant messaging, websites, and e-mail, and
 - o digital cameras, cell phones and other electronic or personal communication devices identified in the code of conduct of the policies of the school board; and
- The disciplinary consequences, in as much detail as possible, of violating the code of conduct, and the process for appealing disciplinary decisions.

The **EMERGENCY RESPONSE PLAN** must meet requirements of *The Education Administration Act* including:

- The role of the Principal, staff, and counselling and crisis intervention personnel in the event of an emergency, and
- Procedures for:
 - o Controlling visitor access to the school site,
 - o Communicating inside and outside the school building in an emergency,
 - o Contacting pupils' parents or guardians in an emergency,
 - o Responding to the threat posed by a person having a weapon on the school site,
 - o Dealing with bomb threats, fires, chemical spills, and weather-related emergencies, and
 - o Evacuating school buildings, and carrying out practice drills.

Information: [The Public Schools Act, Section 47.1\(1\) – 47.1.2 \(2\)](#)
[The Education Administration Act \(Regulations 92/2013, 77/2005, 37/2012\)](#)
[The Human Rights Code, Section 9\(2\)](#)

Adopted October 6-7, 2014		
---------------------------	--	--