



École  
Discovery  
Trails

# Code of Conduct

**Western School Division**

Created  
October 2025

## **Code of Conduct**

Our Code of Conduct helps create a safe, caring, and inclusive school where everyone feels respected and supported to achieve their best.

At our school, we believe that every person deserves to be treated with dignity and respect. Students, staff, parents/guardians, and community members share the responsibility of building a positive learning environment through kind actions and respectful relationships.

This Code applies to all members of our school community (students, staff, parents/guardians, volunteers, and visitors):

- While on school grounds or at school events
- When travelling to and from school
- During any school-sponsored activities on or off-site

Each year, our Safe School Advisory Committee reviews the Code of Conduct and the school's emergency response plan by October 31<sup>st</sup> to ensure they remain current and effective.

## **Guiding Principles**

- Every person in the school community has the right to be treated with dignity, respect, and fairness
- Behaviour expectations should be clearly taught, modeled, and reinforced positively
- The school will use proactive and preventive strategies to reduce harmful behaviours
- Consequences for unacceptable conduct will be fair, consistent, developmentally appropriate, and restorative when possible (i.e. helping repair harm and restore relationships)

## École Discovery Trails – “DISCOVER” Expectations

At École Discovery Trails, we strive to **DISCOVER** our best selves every day by following these expectations:

### **D – Demonstrate Respect**

Treat everyone with kindness and respect.

### **I – Include Others**

Welcome and support everyone. Celebrate differences and make sure no one feels left out.

### **S – Stay Safe**

Make choices that keep you and others safe (physically, emotionally, and online).

### **C – Care for Our School**

Keep classrooms, hallways, and playgrounds clean, positive places to learn and play.

### **O – Own Your Actions**

Take responsibility for what you say and do. Be honest and make things right when mistakes happen.

### **V – Value Learning**

Come prepared, stay focused, and always do your best. Be ready to learn and grow.

### **E – Engage Positively**

Use positive words and actions. Work cooperatively to help create a caring classroom community.

### **R – Resolve Problems Peacefully**

Use calm words to solve conflicts and ask for help when needed.



## Roles & Responsibilities

### Expectations for School Team Members

#### Students

- Strive for academic excellence and active engagement in learning
- Respect the rights of others to learn and teach in a safe and supportive environment
- Treat all members of the school community with respect and kindness
- Refrain from discrimination, harassment, or bullying behaviour (verbal, physical, written, or electronic)
- Demonstrate respect for school property and property of others
- Follow school division rules regarding responsible and ethical use of technology (internet, social media, cell phones, digital devices)
- Accept responsibility for their actions, make amends when harm is done, and work to restore relationships
- Seek help from adults to resolve conflicts peacefully
- Attend school regularly, come prepared with necessary materials, and complete assigned work to the best of their ability
- Understand that some behaviours are unacceptable

#### Parents/Caregivers

- Model respectful behaviour toward staff, students, and the school community
- Ensure regular, punctual attendance of their children
- Support their children in understanding and following the Code of Conduct
- Communicate with the school about their child's needs (academic, social, emotional)
- Cooperate with school staff to when behaviour issues arise

<p>Teachers/Support Staff</p>	<ul style="list-style-type: none"> <li>• Model respectful, inclusive, and professional behaviour</li> <li>• Provide a safe, caring, and inclusive learning environment</li> <li>• Communicate with students, parents/guardians, and colleagues about student progress or any behaviour concerns</li> <li>• Use proactive, preventative strategies and intervene early when behaviour concerns arise</li> <li>• Apply interventions (and sometimes consequences) in a developmentally appropriate, fair, consistent, and restorative manner</li> <li>• Report unacceptable conduct or threats (including bullying) to the admin team in a timely manner</li> <li>• Maintain and respect confidentiality</li> </ul>
<p>Administration</p>	<ul style="list-style-type: none"> <li>• Develop, communicate, and maintain our school's Code of Conduct (in consultation with the Safe School Advisory Committee)</li> <li>• Review and update annually</li> <li>• Monitor and record behaviour incidents, disciplinary actions, and supports/interventions</li> <li>• Support students returning from suspension or other disciplinary actions with re-entry planning</li> <li>• Ensure that any force or restraint used is reasonable and only in emergent situations to protect everyone's safety</li> <li>• Collaborate with external agencies (e.g. police, child &amp; family services) when required in serious incidents</li> </ul>

## Proactive Strategies

At our school, we believe the best way to create a safe, respectful, and productive environment is through building a positive school culture where everyone feels valued, supported, and aware of expectations.

We work together to make this happen by:

- **Teaching and modelling** the kind of positive behaviour we want to see throughout the school day (in classrooms, hallways, and on the playground)
- **Creating routines and structures** that help students stay engaged, feel successful, and receive encouragement for making good choices
- **Actively supervising** students to make sure everyone feels safe and supported
- **Encouraging participation** in school activities that build community, kindness, and inclusion
- **Listening to student voices** and involving them in decisions that shape our school
- **Providing different levels of support** to meet each student's learning and behavioural needs
- **Working closely with families and our community** to build strong, positive relationships that help our students succeed

## Behaviours Requiring Support & Intervention

There are many behaviours that require an intervention and response rooted in caring and support. Some of these behaviours include but are not limited to the following:

- Bullying/cyberbullying behaviour
- Harassment/discrimination/racism
- Threats to others
- Theft
- Trafficking (drugs or sex)
- Physical violence/aggression
- Sexual assault/aggression
- Hazing
- Gang activity
- Possession of a weapon
- Smoking (includes electronic cigarettes, vaporizers, and chewing tobacco)
- Possession of or being under the influence of alcohol, cannabis, or an illicit drug
- Harmful use of the Internet and electronic communication including AI-generated content (e.g., audio, images, video, or text), doxing, swatting, cyber flashing, and sextortion
- Self or peer exploitation
- Threats and/or harm to self

## Intervention Strategies

When a student makes a mistake or a situation arises that affects others, our goal is to repair harm, restore relationships, and rebuild a sense of safety and respect in our school community. Discipline is not about punishment. It's about helping students learn from their choices and make better decisions moving forward.

We believe that effective discipline:

- Teaches appropriate and positive behaviours
- Focuses on fairness, accountability, and growth
- Considers each student's individual needs, understanding, and the seriousness or frequency of the behaviour

We work closely with students and families to support positive change. Communication between home and school is an important part of this process, and parents/guardians may be contacted by phone, email, or invited for a meeting to discuss next steps together.

Our approach is always aimed at helping students learn from their actions, rebuild trust, and continue growing as respectful, responsible members of our school community.

Depending on the situation, the following strategies, interventions, or consequences may be used:

Specific Intervention Strategies	
Restorative Conversations & Discussions	<ul style="list-style-type: none"><li>• A trusted adult meets with the student to help them take responsibility, make things right, and rebuild trust</li><li>• A trusted adult may include a teacher, administrator, school counsellor, resource teacher, or, where appropriate, a school liaison, or divisional Kokum</li><li>• Parent(s)/caregiver(s) may be contacted in some circumstances</li></ul>



Parental/Caregiver Involvement	<ul style="list-style-type: none"> <li>• Connect with parent(s)/caregiver(s) to discuss the student's behaviour and explore strategies to support positive change</li> <li>• Ensure that the student, family, and school staff all understand their individual roles in helping the student succeed</li> <li>• Communication may take the form of a phone call or a more formal in-person meeting that includes the student, caregivers, and school staff</li> <li>• Parental/caregiver contact is documented</li> </ul>
Formal Meeting	<ul style="list-style-type: none"> <li>• A meeting is held with the student, parent(s)/caregiver(s), and other relevant members of the student's circle of support, which may include teacher, administrator, school counsellor, resource teacher, or clinician</li> <li>• A plan may be developed to enhance engagement in positive behaviour</li> </ul>
Restoring Community/Restitution	<ul style="list-style-type: none"> <li>• If a student damages school or divisional property through an intentional or negligent act, the student and/or parent(s)/caregiver(s) are required to compensate for damages</li> <li>• Compensation may be monetary or another appropriate action that acknowledges responsibility</li> </ul>
Positive Behaviour Agreement	<ul style="list-style-type: none"> <li>• Collaborative agreement outlining specific goals and behaviour expectations, developed with input from the student, family, and school support team</li> </ul>
Removal of Privileges	<ul style="list-style-type: none"> <li>• If necessary, could include student access to the playground, lunchroom, school bus, or extracurricular activities for a period of time to help reinforce expectations</li> </ul>

Student Services Referral	<ul style="list-style-type: none"> <li>• Referral may be made to school or divisional personnel to support students, parent(s)/caregiver(s), and staff</li> <li>• Parental/caregiver permission is required for specialized assessments and/or interventions</li> </ul>
Outside Agency/Community Involvement	<ul style="list-style-type: none"> <li>• Referral to an outside agency or community resource may be necessary</li> <li>• Parental/caregiver permission may be required</li> </ul>
Risk/Threat Assessment	<ul style="list-style-type: none"> <li>• Threats are characterized as an expression of intent to do harm or act out violently against someone or something (may be spoken, written, drawn, posted online, or made by gesture)</li> <li>• Responses to threats take into consideration a student's age and state of development</li> <li>• May include administrative action and/or activation of threat assessment protocol</li> <li>• Parent(s)/caregiver(s) must be notified</li> </ul>
Police Notification	<ul style="list-style-type: none"> <li>• Police may be notified when serious incidents occur at school or at school-related activities if the incident has a negative impact on the school environment</li> </ul>
Suspension	<ul style="list-style-type: none"> <li>• A suspension from the classroom or school building may be determined as an appropriate consequence when a student's behaviour is found to be injurious to the school environment and/or deemed an imminent safety risk to students and staff</li> <li>• A teacher may suspend a student for up to 2 days</li> <li>• A principal may suspend a student for up to 5 days</li> <li>• A superintendent may suspend a student for up to 6 weeks</li> </ul>

Expulsion	<ul style="list-style-type: none"> <li>• If a student engages in severe behaviour that is injurious to the school environment and/or is an imminent safety risk to students and staff, it may be determined that the student must be away from the school on a long-term basis</li> <li>• An out-of-school suspension longer than six weeks shall be considered an expulsion</li> <li>• Expulsions may only be administered by the school board</li> </ul>
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## Appropriate Use of Technology

Manitoba has a provincial cellphone ban that prohibits students in Kindergarten to Grade 8 from using phones during school hours. The goal of the policy is to reduce distractions, improve focus, and encourage more face-to-face interaction in schools.

### Phones and Personal Devices

- Students are expected to keep cell phones and smart devices away during the school day
- If a phone or device is used during the school day, the student will be asked to hand it to a staff member and the office will contact parents/caregivers to pick up the device

### Technology & Internet Use

- Students will have access to school computers/iPads and online tools to support learning and creativity
  - This is a privilege that requires using technology responsibly and respectfully

Students are expected to:

- Use school technology for learning
- Keep passwords private
- Treat computers and devices with care
- Be kind, safe, and respectful when online

## Important Links

1. [Safe and Caring Schools - Provincial Code of Conduct](#)
2. [The Human Rights Code](#)
3. [The Public Schools Act](#)
4. [Western School Division Administrative Procedures](#)
  - a. [AP 1-300 Respect for Human Diversity and Equity Education](#)
  - b. [AP 1-400 Freedom from Violence](#)
  - c. [AP 1-500 Freedom from Harassment](#)
  - d. [AP 1-501 Freedom from Harassment - Administrative Complaint Procedures](#)
  - e. [AP 1-502 Guidelines for the Investigation of Harassment Complaints](#)
  - f. [AP 1-503 Harassment Documentation and Complaint Form](#)
  - g. [AP 2-320 Threatening Behaviours](#)
  - h. [AP 2-321 Threat Assessment Chart](#)
  - i. [AP 2-322 Threat Incident Report](#)
  - j. [AP 2-323 Threat Protocol Follow Up Report and Plan](#)
  - k. [AP 2-401 No Smoking Procedure](#)
  - l. [AP 4-401 Student Investigations and Searches](#)
  - m. [AP 4-402 Student Discipline and Suspension](#)
  - n. [AP 4-403 Student Discipline and Suspension Guidelines](#)
  - o. [AP 4-404 Use of Exclusion](#)
  - p. [AP 4-405 Student Seclusion Event Form](#)
  - q. [AP 4-406 Detention to Extend Learning](#)
  - r. [AP 4-410 Student Conduct in School Buses](#)
  - s. [AP 4-411 Student Conduct in School Buses \(Guidelines\)](#)
  - t. [AP 4-420 Care of Property by Students](#)
  - u. [AP 7-400 Vandalism](#)
  - v. [AP 7-401 Dealing with Vandalism](#)

## **MISSION STATEMENT**

At École Discovery Trails, we nurture curiosity, empathy, and lifelong learning in a diverse and inclusive environment.

Through collaboration, creativity, and respect, we guide students on a journey of academic and personal growth, empowering them to become responsible global citizens who honor our shared history and embrace new possibilities.