



# Centre for Leadership and Innovation's Code of Conduct

## Introduction

A positive and a safe learning and teaching environment is essential for students. The purpose of the Centre for Leadership and Innovation's (CFLI) Code of Conduct is to take appropriate measures to protect the safety and security of our students, facilitators, online systems and resources. All students, parents, facilitators, staff and community members have the right to be safe, and feel safe, in their learning community. With this right comes the responsibility for everyone to be accountable for their actions and contribute to a positive learning climate.

At CFLI, in addition to enforcing our own code of conduct, we also abide by Ontario's Code of Conduct and all other rules the province develops that are related to the provincial standards that promote respect, civility, responsible citizenship, and safety in schools

The code of conduct applies not only to students, but to everyone involved in the publicly funded school system, including parents, volunteers, facilitators, and other staff members. The code applies whether on school property, on school buses, at school-related events or activities, before and/or after school programs or in other circumstances that could have an impact on the school climate.

[Parents' Guide to the Ontario Code of Conduct](#)

[Policy/Program Memorandum No. 128, The Provincial Code of Conduct and School Board Codes of Conduct](#)

## Statement of Purpose

**CFLI community members must:**

- Everyone has a responsibility to promote a safe environment.
- Everyone should be aware of their rights, as active and engaged citizens. More importantly, everyone should also accept responsibility for protecting their rights and the rights of others. Responsible citizenship involves taking part in the civic life of the school/institution



- All members of the community are to be treated with respect and dignity.
- Everyone has a responsibility to resolve conflicts in a way that is civil and respectful. Insults, hurtful acts and a lack of respect for others disrupt learning and teaching in a school community.
- Everyone is expected to resolve conflicts without using violence. Physical aggression is not a responsible way to deal with other people. No one should use an object to injure another person, or even threaten to use an object to injure another person. This is unacceptable and puts everyone's safety at risk.
- In a Virtual Environment, everyone should promote the well-being and safety of students and staff.
- promote responsible digital citizenship by encouraging appropriate participation within the virtual learning environment
- maintain a virtual learning environment where conflict and difference can be addressed in a manner characterized by respect and sensitivity.

**CFLI community members must not:**

- engage in any form of bullying, whether it is in person or through technology, like email, cell phones and social media
- Display, transmit, distribute or make available information that expresses or implies discrimination/bullying or an intention to discriminate/bully.
- commit sexual assault, traffic weapons or illegal drugs
- commit robbery
- be in possession of a weapon, including firearms, use any object to threaten or intimidate another person or injure anyone with an object
- be under the influence of alcohol or illegal drugs
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes) inflict or encourage others to inflict bodily harm
- engage in hate propaganda or other types of behaviour caused by hate or bias
- commit an act of vandalism that causes extensive damage to school property at the student's school or to property on the school premises.
- Use another individual's account or grant another individual access to your account.
- Interfere with the work of other students, facilitators, or CFLI Leadership.



- Send inappropriate messages/dialogue to other students, facilitators, or CFLI Leadership via the telephone, online chat, or email, including but not limited to, messages/ dialogue which are offensive, abusive, derogatory, seditious, harassing or threatening.
- Interfere with the normal operation of any CFLI systems and connecting networks (i.e., shared drives, e-mail chains, etc.).
- Create and/or use worldwide web information pages or links to point to offending materials that do not comply with the Ontario Human Rights Code or the Criminal Code of Canada

## Roles and Responsibilities

**Facilitators and CFLI staff** should help maintain a positive learning environment and hold everyone to the highest standard of respectful and responsible behaviour.

As role models, staff uphold these high standards when they:

- help students work to their full potential and develop their self-worth
- empower students to be positive leaders in their classroom, school and community
- communicate regularly with parents
- maintain consistent and fair standards of behaviour for all students
- show respect for all students, staff, parents, volunteers and members of the school community
- prepare students for the full responsibilities of citizenship.
- Abide by the Code of Conduct outlined in the Facilitator Onboarding manual.

**Students** are to be treated with respect and dignity. In return, they must demonstrate respect for themselves and for others.

Respect and responsibility are demonstrated when a student:

- comes to class prepared, on time and ready to learn
- shows respect for themselves, for others and for those in authority
- refrains from bringing anything to class that may put the safety of others at risk
- follows the established rules and takes responsibility for their own actions.



**Parents** play an important role in the education of their children and can support the efforts of the program and the CFLI staff in maintaining a safe and respectful learning environment for all.

Parents fulfill this responsibility when they:

- are engaged in their child's work and progress
- communicate regularly with child's facilitators and actively be involved with the program.
- ensure that their child attends the program regularly and on time
- inform promptly about their child's absence or late arrival
- become familiar with the provincial code of conduct, the CFLI's code of conduct and school board rules
- encourage and help their child follow the rules of behaviour

## **Personal Safety Rules**

- Never reveal information about your personal identity (such as your name, address, phone number, age, physical description or school) to strangers whom you may encounter online. Likewise, do not reveal such information in a public online forum where you may not know everyone who might see the information.
- Never reveal personal information online about someone else unless you have their prior permission and you know the information will not be used for harmful purposes.
- Never reveal your access password or that of anyone else.
- Never send a picture of yourself, another person or a group over an electronic network without prior informed permission of all the individuals involved and, in the case of minors, their parents or guardians.
- Report immediately to a teacher any message or request that you receive that bothers you or that suggests personal contact with you.
- Never publish the specific dates, times and locations of field trips to people who are not directly entitled to such information or to public forums where unknown persons might access the information.

**CFLI's code of conduct will be reviewed every two years by the Board of Directors and updated as needed.**



## Definitions

**Bullying** – means aggressive and typically repeated behavior where the behaviour is intended by the perpetrator to have the effect of causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or creating a negative environment.

This behaviour occurs in a context where there is a real or perceived power imbalance between the individuals 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

**Cyber-bullying** –this includes bullying by electronic means (commonly known as cyber-bullying), including,

- creating any social media site in which the creator assumes the identity of another person or an institution.
- impersonating another person as the author of content or messages posted on the internet; and
- communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

**Aggressive behaviour** may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal, and social.

- Physical - may include hitting, pushing, slapping, and tripping.
- Verbal - may include name calling, mocking, insults, threats, and sexist, racist, homophobic, or transphobic comments.
- Social, or relational, aggression, it is more subtle and may involve such behaviours as gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring. Social aggression may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet websites, social networking, or other technology).



**Harassment** is a form of discrimination. It can include sexually explicit or other inappropriate comments, questions, jokes, name-calling, images, email and social media, transphobic, homophobic or other bullying, sexual advances, touching and other unwelcome and ongoing behaviour that insults, demeans, harms or threatens a person in some way. Assault or other violent behaviour is also a criminal matter. Trans people and other persons can experience harassing behaviour because of their gender identity or expression (gender-based harassment) and/or their sex (sexual harassment).

**Hate and/or Bias-Motivated Occurrences** – incidents (e.g., involving statements, words, gestures) motivated by hatred or bias towards an identifiable group (e.g., a group distinguished by race, ancestry, place of origin, colour, ethnic origin, sex, sexual orientation gender identity, gender expression, age, marital status, family status or disability), that are publicly communicated and that are willfully intended to promote or incite bias or hatred against such a group.

**Sexual Assault** – any type of unwanted sexual act done by one person to another that violates the sexual integrity of the victim. The term refers to a range of behaviours that involve the use of force or control over the victim. In some cases, no overt physical force is used – instead, the victim may be threatened with words or pressured into doing something he or she doesn't want to do.

**Threat** – any statement, act or communication intended or apparently intended to intimidate a person, in circumstances where the person threatened believes, or has reasonable grounds to believe, the threat may be carried out.