
5.1.9 The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate,

5.4.2 Each school Code of Conduct shall state:

- 5.4.2.1 the strategies and consequences will promote self-discipline and good citizenship and, in the case of consequences, will promote a positive change in behaviour;
- 5.4.2.2 clearly, the rights and responsibilities with regard to acceptable and unacceptable behaviour for all members of the school community;
- 5.4.2.3 that the use of any physical, verbal, electronic, written or other means of sexual or psychological abuse (e.g., sarcasm, ridicule, humiliation), bullying, or discrimination (e.g., race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability) is unacceptable and shall be addressed;

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- 5.5.4.1.3 cyber-bullying includes bullying by electronic means including, but not limited to:
 - 5.5.4.1.3.1 creating any type of media or post in which the creator assumes the identity of another person,
 - 5.5.4.1.3.2 impersonating another person as the author of content or messages posted on the internet, and
 - 5.5.4.1.3.3 communicating inappropriate material electronically to one or more than one individual or posting inappropriate material on a website that may be accessed by one or more individuals.
 - 5.5.4.1.4 bullying adversely affects a student’s ability to learn,
 - 5.5.4.1.5 bullying adversely affects healthy relationships and the school climate,
 - 5.5.4.1.6 bullying adversely affects a school’s ability to educate its students,
 - 5.5.4.1.7 bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.
 - 5.5.4.2 prevention and awareness raising strategies that are relevant to the classroom, throughout the school and in the community,
 - 5.5.4.3 intervention and support strategies including plans to protect the victim,
 - 5.5.4.4 notification of parents,
 - 5.5.4.5 reporting requirements.

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- 5.6.1 Discipline in schools will promote integrity, the rights of all persons in the school and the responsibilities of those persons to the school community. School staff will employ progressive discipline approaches to inappropriate actions by making use of a continuum of interventions, supports and consequences, to promote positive behaviours.
- 5.6.1.1 Discipline practices shall treat all school community members with dignity and respect while ensuring the safety of all.
- 5.6.1.2 Disciplinary measures are intended to be used for the purpose of learning and will be fair, reflective of individual circumstances, and progressive where appropriate.
- 5.6.1.3 Discipline will promote the development of skills for self-regulation, self-awareness, critical thinking, and problem solving. Any form of consequence that diminishes a person's sense of self-worth (i.e., sarcasm, humiliation, and/or ridicule) is unacceptable.
- 5.6.1.4 Non-Violent Physical Crisis Intervention (NVPCI) may be required where a student's behaviour presents a clear and imminent risk of injury to the student and/or others.
- 5.6.1.5 Principals shall report NVPCI outlined in Item 5.6.1.4 on the appropriate forms.

Administrative Regulations:

[ES-1.1.2, Suspension](#)

[ES-1.1.3, Expulsion](#)

[ES-1.1.4, Child in Need of Protection](#)

[ES-1.1.8, Procedures in the Event of a Bomb Threat](#)

[ES-1.1.9, Substance Use](#)

[ES-1.1.10, Safe Arrival Program](#)

[ES-1.1.12, Sexual Misconduct by Students](#)

ES-1.1.12A, Appendix A: