Rationale

Everyone has the right to be safe and to feel safe, welcome, and included at school.

The Ministry of Education requires that all schools develop a code of conduct which communicates the standards of behaviour to all the members of the school community, the types of behaviour expected from them.
Members of the school community include: students, staff, parent(s)/guardian(s) and others such as visitors, volunteers, community partners and community rental groups.

Responsibilities

- Safety is everyone's responsibility.
- Everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity.
- Everyone is responsible for preventing harm.
- Students, staff, volunteers, and parents/guardians have additional responsibilities unique to their roles.

Standards of Behaviour

- We value one another and treat each other with respect and dignity.
- We educate our students to be caring, responsible community members who protect everyone's physical, social, academic and emotional well-being.
- We respect and treat everyone fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability.
- Bullying and harassment in any form are wrong and hurtful. Bullying is aggressive and typically repeated behaviour that is intended to cause harm, fear, or a negative environment for another individual. Bullying is an abuse of power, authority or control over another person or group. It is never acceptable.
- Everyone has a role to play as we work together to prevent, identify, and respond to bullying and exclusion. We all are accountable for our actions.
- Where bullying does occur, we respond in a manner that is fair and appropriate, to build relationships that are respectful. Restorative practice is one strategy we use to prevent, and repair the harm caused by bullying and exclusion.
- We also use progressive discipline to prevent and respond to behaviour that violates this Code of Conduct. Consequences for unacceptable behaviour may range from warnings, to suspension or expulsion.

# 1.	School Code of Conduct

The Kawartha Pine Ridge District School Board (KPR) believes everybody has the right to be safe, and to feel safe, welcome, and included in the school community. This School Code of Conduct reflects the guiding principles of the Board's Safe and Caring Schools Policy and the Ontario Code of Conduct. It supports a common understanding for safe learning and working environments, where everyone is treated with respect, fairness, and dignity. It also helps to prevent bullying in schools. The School Code of Conduct applies to students while they are at school, engaged in a school-related activity, or in other circumstances where the activity affects the school climate. All rules apply to and from school, at bus stops, during class time and during out of school-related activities.

# 2.	School Code of Conduct Responsibilities

2.1 Community Member Responsibilities

Every member of the school community has the responsibility to:
- contribute to make the school environment safe and conducive to learning/working, free from discrimination, physical and/or psychological abuse;
- be a partner in the school community and to work co-operatively with each other; and
- model appropriate behaviour and to support the Board Code of Conduct by upholding the standards of behaviour.

Students, staff and parents/guardians have additional responsibilities unique to their roles

2.2 Student Responsibilities

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when students:
- exercise self-discipline, follow the established rules and accept responsibility for their actions, based on age and individual ability;
- come to school prepared, on time, ready to learn;
- show respect for themselves, for others and for those in authority;
- refrain from bringing anything to school that may compromise safety, inclusion, or respect for the dignity of another member of the school community; and
- use personal mobile devices during instructional time **only** under the following circumstances:
  - for educational purposes, such as conducting research or accessing educational websites, as directed by a teacher in the classroom;
  - for health and medical purposes;
  - for translation purposes;
  - to support students with diverse abilities, including students with mental health needs.

2.3 Staff Responsibilities

School staff maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

- help students achieve their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school and community;
- incorporate classroom practices, including instructional practices, that are trauma-informed and culturally relevant and responsive;
- assess, evaluate and report student progress;
- maintain appropriate and fair standards of behaviour for all students;
- communicate regularly and meaningfully with students, and parents/guardians;
- discipline fairly and consistently, considering the age and stage of each individual student, the student's lived experiences and identities, and in a manner keeping with Administrative Regulation ES-1.1.1, Discipline/Promoting Positive Student Behaviour/Code of Conduct, and the School Code of Conduct;
- be on time and prepared for all classes and school activities;
- prepare students for the full responsibilities of citizenship;
- safeguard students from persons or conditions which interfere with the learning process;
- demonstrate respect for one another, all students, parents/guardians, volunteers, and other members of the school community;
- act for and with students to address any instances of, but not limited to, oppression, discrimination, and racism;
- advocate for student well-being and make appropriate referrals to Board services; and
- create school and classroom cultures that foster physical and mental well-being where students feel welcome, included, and that they belong.

2.4 Parent/Guardian Responsibilities

Parents/guardians play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting and respectful learning environment for all students. Parents/guardians have a responsibility to:

- attend to their child's physical and emotional well-being;
- be engaged in their child's schoolwork and progress;
- communicate regularly with the school;
- help their child be appropriately dressed, and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the Code of Conduct and school rules;
- encourage and assist their child in following the rules of behaviour; and
- assist school staff in dealing with disciplinary issues involving their child;

3. Standards of Behaviour

3.1 Respect, Civility and Responsible Participation in School Life

We value one another and treat each other with respect and dignity. We educate our students to be caring, responsible community members who protect everyone's physical, social, academic and emotional well-being.

All members of the school and community must:
- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, opinions, experiences and perspectives;
- treat one another with dignity and respect at all times, especially when there is a disagreement;
- respect and treat everyone fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability;
- respect the rights of individuals and groups
- show proper care and regard for school property and property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of school staff, if necessary, to resolve conflict peacefully;
- address behaviours that are disrespectful, unwelcoming or that exclude anyone;
- dress in a manner that helps to maintain a positive school climate
- respect all members of the school community, and respond to any reasonable request made by persons who are in a position of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching; and
- respect the direction of the principal or designate when making the determination that personal electronic device usage comprises or interferes with school security, personal safety, individual privacy, or integrity. Please refer to Board Policy ES-1.6, Personal Electronic Devices (PEDs).

3.2 Physical and Psychological Safety

To protect the physical and psychological safety of everyone at school, the following will be addressed:

Weapons
- possession of any weapon or replica weapon, including but not limited to firearms,
- use of any object or to threaten or intimidate another person, and/or
- causing injury to any person with an object.

Alcohol and Drugs
- possession of, or being under the influence of, or providing others with, alcohol, cannabis or restricted drugs.

Physical Aggression
- inflicting or encouraging others to inflict bodily harm on another person, and/or
- intimidation

Non-Physical Aggression
- emotional, sexual, homophobic, transphobic or racial actions that hurt an individual or a group of individuals,
- threatening physical harm, bullying, or harassing others, and/or
- using any form of discrimination.

Further to these standards of behaviour, it is expected that all members will seek staff assistance, if necessary, to resolve conflict peacefully.

3.3   Bullying, by definition, is aggressive and typically repeated behaviour by a pupil where:

- the behaviour is intended by the student to have the effect of, or the student ought to know that the behaviour would be likely to have the effect of:
  - causing harm, fear, or distress to another individual, including physical, psychological, social or academic harm to the individual person's reputation or harm to the individual's property; or
  - creating a negative environment at a school for another individual.
- the behaviour occurs in a context where there is a real or perceived power imbalance between the student and the individual 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.
- the behaviour includes the use of any physical, verbal, electronic, written or other means.

3.4   Cyber-bullying includes bullying by electronic means, including:

- creating a web page or blog in which the creator assumes the identity of another person,
- impersonating another person as the author of content or messages posted on the internet,
- communicating inappropriate material electronically to one or more individuals or posting inappropriate material on a website that may be accessed by one or more individuals.

3.5   Bullying, in any form, has negative effects on:

- a student's ability to learn,
- healthy relationships and the school climate,
- a school's ability to educate its students.

*Bullying **will not be accepted** on school property, at school-related activities, on school buses, or in any another circumstances (e.g., online) where engaging in bullying will have a negative effect on school climate. Bullying and harassment in any form are wrong and hurtful. Everyone has a role to play as we work together to prevent, identify, and respond to bullying and exclusion. We all are accountable for our actions. Where bullying does occur, we respond fairly and appropriately, to build respectful relationships. Restorative practice is one strategy we use to prevent, and repair the harm caused by, bullying and exclusion.*

4. School Code of Conduct Rules

Students must be allowed to learn;
Teachers must be allowed to teach.

The following behaviours are not acceptable for anyone in the school community:

- physical, verbal, electronic, written, or other means of sexual or psychological abuse (e.g., sarcasm, ridicule, humiliation);
- physical or sexual assault;
- bullying or cyber-bullying;
- any actions motivated by hate, bias or discrimination (e.g., on grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance (in housing), or record of offences (in employment);
- damage to property in the school environment (including school grounds, buses, on school excursions).

The principal may apply these rules when the student's conduct outside school negatively impacts the school.

5. School Code of Conduct Procedures

5.1 Search and Seizure
In alignment with our Police/School Board Protocol, school authorities have the right to search student school and personal property (such as, but not limited to; lockers, desks, purses, backpacks, pockets etc.) without permission and without prior notice. This would normally only occur when the person in authority felt there were reasonable grounds for suspicion that the student had something in their possession that was either stolen or posed a possible risk of harm to others at the school (e.g., drugs, a weapon etc.) Police may be contacted if the search reveals such an item.

5.2 Signage
Signs will be posted directing visitors to begin their visit at the office.

6. Strategies to Promote Positive Student Behaviour

6.1 Prevention Strategies
Schools in KPR promote academic excellence through the character attributes of respect, responsibility, honesty, integrity, empathy, fairness, initiative, perseverance, courage and optimism, to enable all students to reach their full potential. Schools also use restorative practice, an approach that manages conflict by repairing harm and strengthening relationships. It holds the individuals causing harm accountable for their actions, and it allows everyone – the person harmed, the person causing harm and others affected – to express the harm that was caused and any resulting needs. Restorative practice allows reparation ("making it right"), healing and reintegration, while preventing future harm. It may include responses ranging from informal conversations or meetings, to formal restorative conferences.

In addition, the Board's Code of Conduct sets clear standards of behaviour that are firm and fair. These standards apply to everyone in the school system – students, parents, guardians, volunteers, employees – whether on school property, on school buses, at school-related events or activities, or in other circumstances that could affect school climate.

Prevention strategies:
- establish a culture of caring and take a meaningful, culturally responsive approach to promote a positive school climate;
- maintain effective classroom management and develop healthy relationships using a trauma-informed, culturally responsive approach;
- provide options for Indigenous-centred supports for students who self-identify as Indigenous;
- use encouragement, reinforcement, and rewards;
- promote social-emotional skills development;
- provide information regarding anger management programs;
- use peer counselling and conflict resolution;
- use home-school communication;
- provide substance use prevention education;
- promote mental health and well-being; and/or
- teach mental health literacy, coping strategies and how to seek support.

6.2 **Supportive Intervention Strategies use:**
- active listening;
- teachable moments (using a current situation or news story to teach students a valuable skill or lesson;
- teaching of social-emotional skills;
- verbal reminders, redirection, and enforcement;
- positive choices to support positive behaviour/citizenship;
- restorative practices and other problem solving techniques;
- culturally responsive resources;
- school/Board/community resources;
- outside agencies, where appropriate;
- understanding of individual and group interactions and power imbalances within society
- learning and information-sharing to better understand people and situations; and/or
- behavioural contracts, where other interventions have proven unsuccessful.

6.3 **Community Threat Assessment Protocol**
The KPR school board also has a Community Threat Assessment Protocol (CTAP) in place with many local agencies and police services. When student behaviours pose a potential threat to safety or risk of serious harm, the CTAP helps principals take immediate steps to protect student well-being and respond to threatening incidents. Please speak with the principal for further information on this protocol.

7.   Consequences for Unacceptable Behaviour

Consequences for unacceptable behaviour are appropriate to the individual circumstances and actions. Schools use progressive discipline, with a range of responses, supports and restorative practices that promote positive behaviour and inclusive school cultures. Consequences are firm, fair, clear, and appropriate to the student's age and development. They include learning opportunities, to reinforce positive behaviours and help students make good choices. For students with special education needs, consequences and supports are consistent with the student's Individual Education Plan (IEP). The Board, principals and vice-principals consider all mitigating and other factors as required by legislation. Progressive discipline and restorative approaches are outlined in detail in the Safe and Caring Schools Policy and associated Administrative Regulations.

7.1   Consequences may include one or more of the following:
- restorative practice,
- warnings,
- time-outs,
- time-owed,
- restricted privileges,
- restitution, i.e., financial, community service,
- suspensions, and/or
- expulsion.

7.2   The Principal, or their designate, will consider suspending a student if they believe that the student has engaged in any of the following activities while at school, at a school-related activity, on a school bus, or in any other circumstances (e.g., online) where engaging in the activity will have an impact on the school climate:
- uttering a threat to inflict serious bodily harm on another person,
- possessing alcohol or illegal drugs or, unless the student is a medical cannabis user, cannabis,
- being under the influence of alcohol or, unless the student is a medical cannabis user, cannabis,
- swearing at a teacher or at another person in a position of authority,
- committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school,
- bullying and/or cyber-bullying (as per the definition previously provided in this document),
- persistent opposition to authority,
- habitual neglect of duty,
- the willful destruction of school or Board property,
- the use of profane or improper language,
- conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others in the school,
- being involved in a physical altercation,
- inappropriate physical contact,
- failing to complete medical immunizations as required by the Public Health Department.

1.3 **In accordance with provincial directives, a student shall be suspended and considered for expulsion on the following grounds:**
- the student commits one or more of the following infractions while at school, engaged in a school-related activity, or in other circumstances where engaging in the activity has had a negative impact on the school climate:
  - possessing a weapon, including a firearm (including replica weapons),
  - using a weapon to cause or to threaten bodily harm to another person,
  - committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner,
  - committing sexual assault,
  - trafficking in weapons or in illegal drugs,
  - committing robbery,
  - giving alcohol or cannabis to a minor,
  - bullying, if:
    - the student has previously been suspended for engaging in bullying, and
    - the student's continued presence in the school creates an unacceptable risk to the safety of another person,
  - any incident, including bullying, that is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any similar factor (e.g., socio-economic status, appearance).

7.4 **In accordance with provincial directives, a student <u>may be suspended, and expulsion may be considered</u>, if:**
- the student commits an infraction in the school community, and the infraction has an adverse effect on the school;
- the student's pattern of behaviour is so refractory that the student's presence is injurious to the effective learning environment of others;
- the student has engaged in activities that:
  - cause the student's presence in the school to be injurious to the physical or emotional well-being of other students or persons in the school, and/or
  - caused extensive damage to school property at the student's school or to property located on the premises of the student's school.
- the student demonstrated, through a pattern of behaviour, that the student has not prospered by the instruction available, and that the student is persistently resistant to making the changes in behaviour which would enable the student to prosper.

Where illegal activities, including those noted above, take place, schools also involve their local police service. The School Board/Police Protocol guides police involvement in schools.

Reference documents:
Policy ES-1.1, Safe and Caring Schools
Administrative Regulation ES-1.1.1, Discipline/Promoting Positive Student Behaviour/Code of Conduct
Administrative Regulation Appendix AES-1.1.1A, Discipline/Promoting Positive Student Behaviour/Code of Conduct