

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

ADMINISTRATIVE REGULATIONS APPENDIX A

Section: Educational Services

- Student Welfare

Regulation: SAFE, CARING AND RESTORATIVE
SCHOOLS: DISCIPLINE/PROMOTING
POSITIVE STUDENT BEHAVIOUR/
CODE OF CONDUCT

Regulation Code: ES-1.1.1A

Policy Code Reference: ES-1.1

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School Code of Conduct

(Schools may edit content in *italics*.)

1. School Code of Conduct

(Every school shall use the following for the school Code of Conduct.)

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.

Codes of Conduct must be reviewed at least every three years. School principals must consult with students, staff, the school council and the superintendent in this review. School Codes of Conduct must be consistent with the provincial code and aligned with Board Policy No. ES-1.1, Safe, Caring and Restorative Schools and this administrative regulation.

The Board recognizes that all students, parent(s)/guardian(s), teachers and staff have the right to be safe, and feel safe in their school community.

This school Code of Conduct has been developed in accordance with the guiding principles of the Safe, Caring and Restorative Schools Policy and the Ontario Code of Conduct in order to create a common philosophy and understanding upon which safe learning and working environments can be maintained for all school community members. It is applicable to students while at school or engaged in a school-related activity or in other circumstances where engaging in the activity has an impact on the school climate.

2. School Code of Conduct Responsibilities

(Every school shall use the following rights and responsibilities for the school Code of Conduct.)

In order to uphold the right of all school members to access a safe school community, there are a number of responsibilities for which all school members must be accountable to ensure a safe and/or positive learning environment.

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2.1 Common School Community Member Responsibilities

Every member of the school community has the responsibility to:

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

2.2 Additional Student Responsibilities

Each student has the additional responsibility to:

- 2.2.1 exercise self-discipline, follow the established rules and accept responsibility for their actions based on age and individual ability;
- 2.2.2 come to school prepared, on time and ready to learn;
- 2.2.3 show respect for themselves, for others and for those in authority; and
- 2.2.4 refrain from bringing anything to school that may compromise the safety of others.

2.3 Additional Teaching Staff Responsibilities

Teaching staff have the additional responsibility to:

- 2.3.1 help students work to their full potential and develop their self-worth;
- 2.3.2 assess, evaluate and report student progress;
- 2.3.3 communicate regularly and meaningfully with parent(s)/guardian(s);
- 2.3.4 discipline fairly and consistently in a manner in keeping with the administrative regulation on Discipline/Promoting Positive Student Behaviour/Code of Conduct, and the school Code of Conduct;

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- 2.3.5 be on time and prepared for all classes and school activities;
- 2.3.6 prepare students for the full responsibilities of citizenship; and
- 2.3.7 safeguard students from persons or conditions which interfere with the learning process.

2.4 Additional Parent(s)/Guardians(s) Responsibilities

Parent(s)/guardians(s) has/have the additional responsibility to:

- 2.4.1 attend to their child's physical and emotional well-being;
- 2.4.2 show an active interest in their child's school work and progress;
- 2.4.3 communicate regularly with the school;
- 2.4.4 help their child be neat, clean, appropriately dressed, and prepared for school;
- 2.4.5 ensure that their child attends school regularly and on time;
- 2.4.6 promptly report to the school their child's absence or late arrival;
- 2.4.7 become familiar with the Code of Conduct and school rules;
- 2.4.8 encourage and assist their child in following the rules of behaviour; and
- 2.4.9 assist school staff in dealing with disciplinary issues.

3. Standards of Behaviour

3.1 Respect, Civility and Responsible Citizenship

All school members must:

- 3.1.1 respect and comply with all applicable federal, provincial and municipal laws;

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- 3.1.2 demonstrate honesty and integrity;
 - 3.1.3 respect differences in people, their ideas and opinions;
 - 3.1.4 treat one another with dignity and respect at all times, and especially when there is disagreement;
 - 3.1.5 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;
 - 3.1.6 respect the rights of others;
 - 3.1.7 show proper care and regard for school property and property of others;
 - 3.1.8 take appropriate measures to help those in need;
 - 3.1.9 use non-violent means to resolve conflict;
 - 3.1.10 dress in a manner that is appropriate to school activities with regard to exposure, cleanliness and/or message;
 - 3.1.11 respect persons who are in a position of authority; and
 - 3.1.12 respect the need of others to work in an environment of learning and teaching.
- 3.2 Physical and Emotional (or Psychological) Safety
- 3.2.1 Weapons
 - The following will not be tolerated:
 - 3.2.1.1 possession of any weapon or replica weapon, including but not limited to firearms;
 - 3.2.1.2 use of any object to threaten or intimidate another person; and/or
 - 3.2.1.3 causing injury to any person with an object.

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3.2.2 Alcohol and Drugs

The following will not be tolerated:

- 3.2.2.1 possession of, or being under the influence of, or providing others with, alcohol or restricted drugs.

3.2.3 Physical Aggression

The following will not be tolerated:

- 3.2.3.1 inflicting or encouraging others to inflict bodily harm on another person; and/or

- 3.2.3.2 intimidation.

3.2.4 Non-physical Aggression

The following will not be tolerated:

- 3.2.4.1 emotional, sexual, homophobic or racial actions that hurt an individual or a group of individuals;

- 3.2.4.2 threatening physical harm, bullying or harassing others; and/or

- 3.2.4.3 use of any form of discrimination.

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

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

- 3.2.5.1 the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of

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- 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.

3.2.5.2 the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil 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.

3.2.5.3 behaviour includes the use of any physical, verbal, electronic, written or other means. 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 more than one individual or posting material on a website that may be accessed by one or more individuals.

3.2.5.4 bullying adversely affects a student's ability to learn.

3.2.5.5 bullying adversely affects healthy relationships and the school climate.

3.2.5.6 bullying adversely affects a school's ability to educate its students.

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3.2.5.7 bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. on-line) where engaging in bullying will have a negative impact on the school climate.

4. School Code of Conduct Rules

(Every school shall use the following rules for the school. The principal, in consultation with school community members, may add rules to reflect the uniqueness of the school.)

- 4.1 Students must be allowed to learn;
- 4.2 Teachers must be allowed to teach;
- 4.3 The use of 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
- 4.4 Damage to property in the school environment (including school grounds, school buses, on school excursions) is not permitted.

Note: The principal may also apply these rules to a pupil when the pupil's conduct outside the school environment negatively impacts on the school.

5. School Code of Conduct Procedures

(The principal will outline in the school the common practices and procedures of the school. These may include daily routines that impact on behaviour, i.e., in classrooms, the use of lockers, lunchtime, hall monitoring, playground, buses, attendance, general deportment.)

5.1 Signage

- 5.1.1 Signs will be posted directing visitor(s) to begin their visit at the office.

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6. Strategies to Promote Positive Student Behaviour

(The following listing of strategies is a starting point from which school community members can begin to develop a progressive discipline plan in order to promote self-discipline and good citizenship. The principal, in consultation with school community members, may add or develop their own strategies in addition to the following list of progressive discipline strategies.)

6.1 Prevention Strategies

- 6.1.1 Establish a positive school climate;
- 6.1.2 Maintain effective classroom management;
- 6.1.3 Use of encouragement, reinforcement, and rewarding;
- 6.1.4 Promote social skills development;
- 6.1.5 Provide information regarding anger management programs;
- 6.1.6 Utilize peer counselling and conflict resolution; and/or
- 6.1.7 Use of home-school communication.

6.2 Supportive Intervention Strategies

- 6.2.1 Use of teachable moment;
- 6.2.2 Use of verbal redirection, reminders and reinforcement;
- 6.2.3 Use of active listening;
- 6.2.4 Use of choices;
- 6.2.5 Use of restorative practices and other problem solving techniques;
- 6.2.6 Use of behavioural contracts;
- 6.2.7 Use of outside agencies;

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6.2.8 Use of interviews/discussion; and/or

6.2.9 Use of school/Board/community resources.

7. Consequences for Unacceptable Behaviour

Consequences shall be appropriate to the individual, related to the circumstances and/or actions and progressive when appropriate.

(Consequences will be most successful in changing behaviour when combined with the Supportive Intervention Strategies. The principal, in consultation with school community members, may outline consequences similar to the following.)

7.1 *Consequences may include the following:*

7.1.1 *restorative practice;*

7.1.2 *warnings;*

7.1.3 *time-outs;*

7.1.4 *time-owed;*

7.1.5 *restricted privileges;*

7.1.6 *restitution, i.e. financial, community service;*

7.1.7 *suspension; and/or*

7.1.8 *expulsion.*

7.2 In accordance with provincial directives, parent(s)/guardian(s) and pupils are advised that a principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity, or in other circumstances where engaging in the activity will have an impact on the school climate:

7.2.1 Uttering a threat to inflict serious bodily harm on another person.

7.2.2 Possessing alcohol or illegal drugs.

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- 7.2.3 Being under the influence of alcohol.
 - 7.2.4 Swearing at a teacher or at another person in a position of authority.
 - 7.2.5 Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
 - 7.2.6 Bullying (as per the definition previously provided in this document).
 - 7.2.7 Persistent opposition to authority.
 - 7.2.8 Habitual neglect of duty.
 - 7.2.9 The willful destruction of school or Board property.
 - 7.2.10 The use of profane or improper language.
 - 7.2.11 Conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others in the school.
 - 7.2.12 Being involved in a physical altercation.
- 7.3 In accordance with provincial directives, parent(s)/guardian(s) and pupils are advised that a pupil shall be suspended and considered for expulsion on the following grounds:
- 7.3.1 the pupil commits one or more of the following infractions while at school or engaged in a school-related activity, or in other circumstances where engaging in the activity has had a negative impact on the school climate
 - 7.3.1.1 possessing a weapon including a firearm;
 - 7.3.1.2 using a weapon to cause or to threaten bodily harm to another person;
 - 7.3.1.3 committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;

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7.3.1.4 committing sexual assault;

7.3.1.5 trafficking in weapons or in illegal drugs;

7.3.1.6 committing robbery;

7.3.1.7 giving alcohol to a minor;

7.3.1.8 bullying, if:

- the pupil has previously been suspended for engaging in bullying, and
- the pupil's continued presence in the school creates an unacceptable risk to the safety of another person;

7.3.1.9 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, parent(s)/guardian(s) and pupils are advised that the following additional infractions may result in a suspension and may be considered for expulsion:

7.4.1 the pupil commits an infraction in the school community, and the infraction has an adverse effect on the school;

7.4.2 the pupil's pattern of behaviour is so refractory that the pupil's presence is injurious to the effective learning environment of others;

7.4.3 the pupil has engaged in activities that

7.4.3.1 cause the pupil's presence in the school to be injurious to the physical or emotional well-being of other pupils or persons in the school, and/or

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7.4.3.2 caused extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;

7.4.4 the pupil demonstrated, through a pattern of behaviour, that the pupil has not prospered by the instruction available and that the pupil is persistently resistant to making the changes in behaviour which would enable the pupil to prosper.

8. School Code of Conduct Expectations of Staff

If staff members contravene the school Code of Conduct, consequences will follow related Board personnel policies, and professional standards.

9. For others unable to follow the school Code of Conduct, the principal, in consultation with the supervising superintendent, may exclude the individual through Section 265(m) of the Education Act.