

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, Caring and Restorative 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.

Rationale

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

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, parents and 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.
- 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.

Our Vision

We, at Dr. G. J. MacGillivray, strive to create an inclusive school community that fosters relationships and high self-esteem in students and staff. At our school, high student achievement is a top priority. We value open communication with our parents and rich community partnerships to guide our educational journey forward.

PROCEDURES AT OUR SCHOOL

These guidelines apply to all stakeholders in the school including students, staff, parents, volunteers, and visitors.

Safe Welcome

During instructional time, school doors will remain locked to keep the school more secure. During Nutrition Break, the door to the school yard is left open for students who need to access the washroom.

The Safe Arrival Program

Dr. G. J. MacGillivray is pleased to participate in and promote the Safe Arrival Program. To ensure the safety of all students, parents are requested to:

- (a) Communicate directly with the school if a student will be absent/ill or late for the day or part of the day. Messages may also be left on the school answering machine at 905-436-2054.
- (b) Contact the school each day your child is absent. Where a student is absent for an extended period of time, please advise the school of the expected return date.
- (c) Where a student is absent three or more days, please send a note directly to the classroom teacher upon return so that the accurate reason for the absence may be recorded in student administrative records.
- (d) Please send a note to your child's classroom teacher if your child needs to be dismissed early to attend an appointment.
- (e) If another adult or person is to pick up their child(ren), parents/guardians are requested to send a note informing the teacher and the office of the situation.
- (f) Students arriving late or needing to leave early are required to sign in/sign out at the office. Parents/Guardians must come into the office to sign out their child(ren).
- (g) If parents come to the school with their children, they are requested to say good-bye to them in the school yard (or the office, if signing in). If parent(s) need to go to a classroom at any time, they need to sign in and wear a visitor's badge.

Leaving School at First Nutrition Break

Students may only leave the grounds during the first nutrition break when a crossing guard is on duty. Students are reminded to return on time (11:55 a.m.) for the beginning of classes. They must come to the office to sign out and in.

Playground and Yard Rules

Playground Structures

STUDENTS MAY	STUDENTS MAY NOT
<ul style="list-style-type: none"> - use structures in Spring/Fall - use at appropriately designated times 	<ul style="list-style-type: none"> - play tag - sit on top - run up the slide - one person at a time goes down - use the structures during the winter months

On the Yard

STUDENTS MAY	STUDENTS MAY NOT
<ul style="list-style-type: none"> - play non- contact games (hands and feet to yourself, tag - one hand light touch) - use classroom outdoor equipment 	<ul style="list-style-type: none"> - go in mud and stay off icy areas (no sliding on the ice or little hills) - run between the portables - be on portable steps - break something they didn't create (snow forts, sandcastles etc.) - climb fences/trees, yellow gate or bicycle rack - leave the yard to get anything that goes over the fence - take equipment from the gym storage room - piggyback, tackle, lift others, hang from soccer posts/basket nets - use cell phones unless supervised by a teacher - bring food or drink onto the yard - use mini-sticks - throw snow or rocks

Pavement Only Rules

STUDENTS MAY	STUDENTS MAY NOT
<ul style="list-style-type: none"> - use classroom equipment 	<ul style="list-style-type: none"> - play soccer or any games that involve long distance throwing (e.g., frisbee, football)

If you have a small problem, use your Kelso=s Choices, and if you have a big problem, tell the adult on duty.

Safe Environment (Nut Free and Scent Free)

We are a scent sensitive school. In order to keep our school a safe environment for all and due to the number of allergies in the school and in conjunction with KPR's dedication to promoting a healthy, comfortable, and productive work place, we are requesting that individuals refrain from using strongly scented products.

Exposure to fragrances, cologne and scented hand or body lotions can cause allergic reactions, asthmatic symptoms and migraines, as well as general discomfort for certain individuals. In some cases, reactions can occur to even relatively mild scents, so we are asking that the public be aware and accommodating to those who suffer from these sensitivities.

Over the last few years there has been a noted increase in the number of students attending school with life threatening allergies. One of the most common is the peanut and nut allergy. As always, safety of all our students is of the utmost importance. It is requested that students refrain from bringing peanut and nut products in their lunches. The cooperation of the school community is appreciated in this critical matter.

Personal Electronic Devices

The use of technology for student learning is a key 21st century skill to enable all of our students to learn and succeed. Under staff direction, Personal Electronic Devices (PEDs) can be used effectively as an educational resource, support or aid for teaching and learning. Furthermore, PEDs when used appropriately, can provide a safety net for students and staff. In our school community, PEDS are to be used respectfully and conscientiously.

In order to ensure a safe and positive climate for all stakeholders, school principals with their teaching staff will monitor and regulate the use of Personal Electronic Devices.

Guidelines include:

- The privacy, dignity and safety of others must be maintained through the appropriate use of cell phones and electronic devices both on school property and during off site school events.
- The teacher will determine and authorize the usage of a PED during instructional time.
- The usage of PEDs is restricted in some areas of the school including washrooms and change rooms.
- When the usage of a PED is inappropriate, the school principal or designate will apply progressive discipline strategies. Depending on the infraction, strategies may include, but are not limited to speaking with student, parent meeting, detention, confiscation of PED, removal of privilege to have a PED at school or suspension.

As with other personal property items, schools are not responsible for lost, stolen or damaged PEDs.

Dress Code

Students are expected to dress in a manner that is appropriate to school activities with regard to exposure and message. In addition, there are safety issues such as protection from sun.

Specifically:

1. Students are expected to wear clothing that does not permit undergarments to show.
2. Sleeveless tops are acceptable provided that they do not have spaghetti straps/skinny straps and are not muscle shirts.
3. Shorts should be a respectful length so the individual is appropriately covered.
4. Clothing should not have offensive messages, symbols or pictures.
5. Students are encouraged to wear hats outside for protection, but are not permitted to wear hats in the school hallways or classrooms.
6. Students are required to wear indoor shoes when in school. We request that these indoor shoes have non-marking rubber type soles to prevent students from slipping and/or marking the floors. "Wheelie" shoes are not permitted at school.

7. Running shoes are required for gym and DPA.

Any student wearing clothing that is deemed inappropriate will be:

- required to cover up, or
- turn an offensive message to the inside, or
- required to change into another shirt, if one is available, or
- be sent home to change.

This also applies to school activities which take place away from school grounds, such as field trips.

It is always the Administration's discretion to make adjustments to the Dress Code when necessary.

Bicycles, Skateboards, Roller Blades, Roller Shoes (A wheelies®), Scooters

Where parents permit their children to ride their bicycles to school, it is expected that:

- a. The bicycle be in sound mechanical condition.
- b. Students obey the law and wear properly fitted bike helmets.
- c. Children be aware of and practice bike safety.
- d. Children be aware of and responsible for personal safety.
- e. Lock the bike in the student racks located at the front of the school.
- f. Understand that neither the school nor the school board accepts any responsibility or liability for bicycles parked on school property.

Skateboards, roller blades, roller shoes and scooters are not to be used on school property. When a student arrives at school, he/she is expected to carry the skateboard or scooter while on the yard or to change from roller blades/roller shoes into regular shoes before entering the school yard. Failure to do so will result in the student losing the privilege to have these items at school. Students may not wear roller shoes in the school building.

The school cannot accept responsibility for the loss and/or theft of bicycles, skateboards, roller blades, roller shoes or scooters.

Computer Code of Conduct

Students are taught netiquette and agree to a Code of Conduct related to computer/internet use.

2. School Code of Conduct Responsibilities

2.1 Common School Community Member 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, parents and guardians have additional responsibilities unique to their roles.

2.2 Additional Student Responsibilities

- 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 and support a positive learning environment.
- 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.

2.3 Additional Staff Responsibilities

- Help students achieve their full potential and develop their self-worth. Assess, evaluate and report student progress.
- Communicate regularly and meaningfully with students, parents or guardians.
- Discipline fairly and consistently, taking any mitigating factors into account, as required by school board regulations on 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 membership in their community/society.
- Safeguard students from persons or conditions that interfere with the learning process.
- Understand and minimize any biases that may affect student-teacher relationships.

2.4 Additional Parent/Guardian Responsibilities

- Attend to their child's physical, social, academic and emotional well-being.
- Show an active interest in their child's school work and actively support student progress.
- Communicate regularly with the school.
- Help their child be neat, clean, appropriately dressed and prepared for school.
- Ensure their child attends school regularly, is on time, and gets to and from the school or bus stop safely.
- 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.
- Assist school staff in dealing with disciplinary issues for their child.

3. Standards of Behaviour

3.1 Respect, Dignity, Civility, Equality 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. Everyone in the school community must:

- Respect differences among people, their ideas, opinions, experiences and perspectives.
- Treat one another with dignity at all times, especially when they disagree.
- 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, disability or language.
- Respect and comply with federal, provincial and municipal laws.
- Demonstrate the character attributes set out by the school board.
- Respect the rights of individuals and groups.
- Show proper care and regard for school and student property.
- Take appropriate measures to help one another.

- Address behaviours that are disrespectful, unwelcoming or that exclude anyone.
- Use non-violent means to resolve conflict.
- Dress appropriately with regard to exposure, cleanliness and message.
- Respect persons who are in a position of authority.
- Respect the common goal to work in a positive environment of learning and teaching.

3.2 Physical and Emotional (Psychological) Safety

To protect the physical and psychological safety of everyone at school, we will not tolerate:

Weapons

- Possession of any weapon or replica weapon, such as firearms.
- Use of any object or means to threaten or intimidate another person.
- Causing injury to any person with an object.

Alcohol and Drugs

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

Physical Aggression

- Inflicting or encouraging others to inflict bodily harm on another person.
- Intimidation.

Non-physical Aggression

- Emotional, sexual, homophobic, racist, sexist, faith-based, ability-based or social status-based.
- Actions that hurt an individual or group, whether intentional or not.
- Threatening physical harm, bullying or harassing others.
- Using any form of discrimination, stereotype, prejudice, harassment, hate/bias-motivated act.

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

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.

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

- 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:
 - 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.
 - 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 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, 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.

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.

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.

We **will not accept bullying** on school property, at school-related activities, on school buses, or in any another circumstances (e.g., online) where bullying has a negative effect on school climate.

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)
 - assault
 - bullying
 - 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 or disability)
 - damage to property in the school environment (including school grounds, buses, trips).

The Principal may apply these rules when the pupil'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 (example; drugs, a weapon etc.). Police may be contacted if the search reveals such an item.

6. Strategies to Promote Positive Student Behaviour

6.1 Prevention Strategies

Schools in the KPR Board 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** are designed to:

- Establish a positive school climate.
- Maintain effective classroom management and discipline.
- Encourage, reinforce and reward positive behaviour.
- Promote social skills development.
- Provide information regarding anger management programs.
- Use peer counselling and conflict resolution.
- Use effective, respectful home-school communication.

6.2 Supportive Intervention Strategies use:

- “Teachable moments” (using a current situation or news story to teach students a valuable skill or lesson).
- Verbal reminders, redirection and reinforcement.
- Interviews, discussion and active listening.
- Offering positive choices to support positive behaviour/citizenship.
- Problem solving techniques including restorative practices.
- Contracts for expected behaviour.
- Appropriate outside agency support.
- School/Board/community resources.
- Understanding of individual and group interactions and power imbalances within society.
- Learning and information-sharing to better understand people and situations.

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, Caring and Restorative Schools Manual for administrators.

7.1 Consequences may include one or more of the following:

- warnings
- time-outs
- time-owed
- restricted privileges
- apology
- restitution (e.g., paying for damage, doing community service)
- suspension
- expulsion.

7.2 The Principal, or their designate, **will consider suspending** a student if they believe that the pupil has participated in any of the following infractions:

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.
- Being under the influence of alcohol.
- 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 pupil's school or to property located on the premises of the pupil's school.
- Bullying
 - Bullying, by definition, is aggressive, and typically repeated behaviour by a pupil where:
 - 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 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 behavior 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
 - 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, and
 - communicating inappropriate material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals
 - bullying adversely affects a student's ability to learn
 - bullying adversely affects healthy relationships and the school climate
 - bullying adversely affects 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 other circumstances(e.g. on-line) where engaging in bullying will have a negative impact on the school climate.
- 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.

7.3 As required by law, a student **shall be suspended and considered for expulsion** on the following grounds:

- Possessing a weapon, including possessing a firearm.
- 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 to a minor.
- 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.
- 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 **may be suspended, and expulsion may be considered**, if:

- the pupil commits an infraction in the school community, which has an adverse effect on the school
- the pupil's pattern of behaviour is so "refractory" (unmanageable) that the pupil's presence is harmful to the learning environment
- the pupil has taken part in activities that:
 - cause the pupil's presence to be harmful to the physical or emotional well-being of others in the school
 - cause extensive damage to property at the school or to property located on the premises of the pupil's school
- the pupil's pattern of behaviour has shown the pupil has not prospered by the instruction available, and the pupil persistently resists changing their behaviour.

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.

KPRDSB SAFE, CARING AND RESTORATIVE SCHOOLS: Discipline/Promoting Positive Student Behaviour/Code of Conduct (Regulation Code: ES-1.1.1A)

POSITIVE STUDENT BEHAVIOUR/ Policy (Code Reference: ES-1.1)