

***“Together we learn and celebrate
success.”***

Mission Statement: To enable students to succeed today and build a positive tomorrow.

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, 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.

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; 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 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.
- 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 other 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

5.1 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.

5.2 Signage

- 5.2.1 Parents and other visitors are directed by signage at the entrance doors to commence their visit to the school by going to the school office to let the office personnel know they are in the school. This is an important safety practice.
- 5.2.2 All school volunteers are expected to use the sign in book located in the office when volunteering at the school. This assists us in knowing who is in the building.

5.3 Dress and Appearance

The Ontario Government has mandated province wide, that School Councils develop dress code expectations for their schools. A review of our existing dress code occurred, with a parent survey sent home in the fall of 2001. Input from that survey has been taken into consideration. As well, other elementary school's dress codes have been looked at. This dress code becomes part of the Code of Conduct as prescribed by The Ministry of Education.

- 5.3.1 Students are expected to dress in neat, clean, modest, inoffensive clothing appropriate for the school atmosphere.
- 5.3.2 School is the child's place of learning. Clothing that displays body parts such as navels, cleavage and the midriff or clothing that exposes undergarments will be considered inappropriate. Articles of clothing containing inappropriate messages or graphics are unacceptable. Examples of inappropriate clothing may include, but are not limited to short shorts, sleeveless tops or transparent clothing.
- 5.3.3 With the exemption of recognizing religious and/or cultural diversity, hats are not worn inside the building.

- 5.3.4 For health and safety reasons, indoor footwear is required in classrooms, the library and the gym. A set of indoor footwear assists with keeping our school clean.
- 5.3.5 Clothes appropriate for Phys. Ed. are required. (as age appropriate: i.e. younger students are not expected to change for gym class)

Consequence

- students will be asked to change or cover offensive clothing
- students may be excluded from Phys. Ed. and assigned alternative activities

5.4 **Common Practices, Procedures and Expectations**

- 5.4.1 Students will line up in designated lines at specified door entrances at bell time for entry into the school. For older students while on rotary, students will line up at a specified classroom for entry.
- 5.4.2 Students will strive to attend their home room in the morning and designated classes at other times of the day from their lockers, as quickly as possible, prepared with their necessary learning materials.
- 5.4.3 Hall passes are available on the yard from teachers/staff on duty. Students should obtain such a pass for re-entry to the school from the yard, and return it to the teacher who provided it upon return to the yard.
- 5.4.4 Students will have two 20 minute outdoor break times during the course of the “balanced day” schedule. Unless otherwise directed by the office, teachers or through co-instructional activities taking place, all students are expected to go outside for this time. There may be some physical and/or medical exception to this common practice from time to time. These requests should be directed by parents/guardians to the school office.
- 5.4.5 Students playing on the playground are to be within visible range of the teachers on duty. Trees are out of bounds.
- 5.4.6 Student behaviour on the buses, whether traveling to and from school, or while on a school-sponsored excursion, will be the same expectations as student behaviour at school. Riding the bus is a privilege.

Consequence

- review of expectations for bus riding
- use of Bus Reports (1st and 2nd report typically involve contact with parent/guardian and consequences put in place at school, 3rd report typically involves removal of bus privileges for three days as outlined on the Bus Report Form)
- bus riding privileges may be suspended immediately when student behaviour is deemed to be having an impact on student safety

- 5.4.7 Student attendance is tied to student success. Students and parents are encouraged to promote the importance of regular school attendance.

Consequence

- parental contact
- making up lost time or in-school suspension
- referral to the School Board Counsellor or Attendance Counsellor

- 5.4.8 Students are expected to enter the supervised playground directly upon arrival at school.
- 5.4.9 Students are expected to move about the building in a safe and orderly manner.
- 5.4.10 Students are expected to play fairly and show good sportsmanship, demonstrating consideration for others.
- 5.4.11 The throwing of snowballs is not permitted at school.

Consequence

- timeout
- loss of recess period or loss of privileges
- detentions
- possible suspension

- 5.4.12 **Technology** continues to be an active part of the lives of students and staff. 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.

Personal Electronic Devices (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.

Cell phones, electronic devices, MP3 Players, electronic games etc. should only be at school with the direct permission of the parent/guardian. The school cannot assume responsibility for the cost of lost, damaged or missing electronic devices.

Cell phones and electronic devices should be turned off , powered down and stored in knapsacks (in lockers or on coatracks) during the course of the instructional times of the school day. Purchasing a lock for your locker is highly encouraged.

The use of technology for student learning is a key 21st century skill to enable all of our students to learn and to succeed. Under staff direction, Personal Electronic Devices (PEDs) can be used effectively as an educational resource, support or aid for teaching and learning. There are times when teachers may ask students to use their own personal electronic devices for classroom activities related to the curriculum being studied. This would be the only time that these electronic devices would be used during instructional time.

PEDs may never be used in washrooms or change rooms.

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

Parents/guardians are asked to not use electronic devices for communication with children during the course of the school day. Please call the school office and we would be happy to get a message to your child or to ask them to come to the phone.

When the use 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 the following;

Consequence

- speaking with the student
- detention
- temporary confiscation
- parental contact
- loss of privilege of bringing the item to school
- possible suspension

5.4.13 Speech and actions are to be honest at all times (i.e. stealing, lying and cheating for example, are not acceptable)

Consequence

- redoing work
- replacement of stolen property
- poor mark on an assignment/test
- possible loss of privilege and/or detention and/or suspension
- possible use of a restorative circle to repair the relationship harm for those involved

5.4.14 Language should be appropriate for a school setting and should show respect for others.

*name calling, putdowns, swearing, racial and obscene language (spoken written, implied or gestured) are not acceptable.

*students are expected to follow school rules and make “Good Choices” as they interact verbally with other people.

*students are expected to speak and act respectfully to each other and to staff members.

*when a student is reminded that his or her behaviour or dress is inappropriate, the student is expected to comply with the staff member’s instructions politely

*disrespectful arguments, actions or body language will not be accepted

Consequence (regarding inappropriate use of electronic devices by students)

- loss of privilege
- detentions
- possible suspension
- use of restorative practice to repair the harm done to the relationship of the individuals involved

5.4.15 Students should know that the School Code of Conduct is in effect at all times when participating in school or School Board related events/activities inside or outside of our school or at other locations.

5.5 Responsible Use of Computers and Internet Service

5.5.1 Each year, students will review the **Kawartha Pine Ridge District School Board Agreement for the Safe and Acceptable Use of the Kawartha Pine Ridge Computer Network and the Internet**. This outlines expectations for responsible use of computers and the Internet. It also outlines Network Etiquette.

5.5.2 Cyber Bullying is never acceptable. This would include sending cruel or threatening messages, creating websites/messages that ridicule others, posting pictures without permission and using others’ email accounts to send cruel or embarrassing material to others. Cyber Bullying is not acceptable using school computers or home computers.

Consequence

- removal of computer privileges for a set period of time
- parental contact
- detentions
- completing work without Internet support (only print materials)
- restorative practices
- when and where appropriate, Board level personnel and/or law enforcement agencies may be involved
- possible suspension

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 Promoting Respect through Student Clubs/Groups/Activities

In keeping with the Board’s Equity, Diversity and Inclusion policy (B – 3.2) and administrative regulation (B-3.2.1) all schools within the Kawartha Pine Ridge District School Board, including Millbrook South Cavan Public School, welcome and support students who wish to lead or participate in school clubs, groups or activities that promote safe, accepting, equitable, positive, diverse and inclusive environments. This includes activities that promote anti-racism, gender equity, respect for people living with disabilities, and for people of all sexual orientations, gender identities and expressions.

6.3 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.

6.4 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
- restorative practice
- restitution (e.g., paying for damage, doing community service)
- detention at recess
- 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.

Kawartha Pine Ridge District School Board Policy and Regulation References:

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)

Millbrook South Cavan Code of Conduct – Revised January 2014.