



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

ADMINISTRATIVE REGULATION APPENDIX A

Regulation Name: Discipline/Promoting Positive Student Behaviour/Code of Conduct **Regulation Code:** ES-1.1.1A
Section: Educational Services **Policy Code Reference:** ES-1.1

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Revised or

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June 20, 2023

Kawartha Pine Ridge District School Board Code of Conduct

1. Board Code of Conduct for Students

The Ministry of Education requires that all boards and 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. A wide variety of stakeholders including parents/guardians, principals, teachers, students, school councils, and other partners will be consulted. The Board Code of Conduct for Students must be consistent with the provincial code and aligned with Board Policy ES-1.1, Safe and Caring 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. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

This Board Code of Conduct for Students has been developed in accordance with the guiding principles of Board Policy ES-1.1, Safe and Caring Schools 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 on school property, at school-related activities, on school buses, or in other circumstances (e.g., online) where engaging in the activity has an impact on the school climate.

2. Board Code of Conduct Student Responsibilities

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

2.1 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 Board Code of Conduct by upholding the standards of behaviour.

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:

- 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,
- 2.2.4 refrain from bringing anything to school that may compromise the safety of others, and
- 2.2.5 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 translation purposes;
 - for health and medical 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:

- 2.3.1 help students work to their full potential and develop their sense of self-worth;
- 2.3.2 empower students to be positive leaders in their classroom, school and community;
- 2.3.3 incorporate classroom practices, including instructional practices, that are trauma-informed and culturally relevant and responsive;
- 2.3.4 assess, evaluate and report student progress;
- 2.3.5 communicate regularly and meaningfully with parent(s)/guardian(s);
- 2.3.6 maintain appropriate and fair standards of behaviour for all students;
- 2.3.7 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;
- 2.3.8 be on time and prepared for all classes and school activities;
- 2.3.9 prepare students for the full responsibilities of citizenship;
- 2.3.10 safeguard students from persons or conditions which interfere with the learning process;
- 2.3.11 demonstrate respect for one another, all students, parents/guardians, volunteers, and other members of the school community;
- 2.3.12 act for and with students to address any instances of, but not limited to, oppression, discrimination, and racism;
- 2.3.13 advocate for student well-being and make appropriate referrals to Board services; and
- 2.3.14 create school and classroom cultures that foster physical and mental well-being where students feel welcome, included, and that they belong.

2.4 Parent(s)/Guardians(s) 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:

- 2.4.1 attend to their child's physical and emotional well-being,
- 2.4.2 be engaged in their child's schoolwork and progress,
- 2.4.3 communicate regularly with the school,
- 2.4.4 help their child be 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 involving their child.

3. Standards of Behaviour

3.1 Respect, Civility and Responsible Citizenship

All members of the school and community must:

- 3.1.1 respect and comply with all applicable federal, provincial and municipal laws;
- 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 seek assistance from a member of school staff, if necessary, to resolve conflict peacefully;
- 3.1.10 dress in a manner that helps to maintain a positive school climate;
- 3.1.11 respect all members of the school community, and respond to any reasonable request made by persons who are in a position of authority;
- 3.1.12 respect the need of others to work in an environment that is conducive to learning and teaching; and
- 3.1.13 respect the direction of the principal or designate when making the determination that personal electronic device usage compromises 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

3.2.1 Weapons

The following will be addressed:

- 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.

3.2.2 Alcohol and Drugs

The following will be addressed:

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

3.2.3 Physical Aggression

The following will be addressed:

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 be addressed:

3.2.4.1 emotional, sexual, homophobic, transphobic 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 members will seek staff assistance, if necessary, to resolve conflict peacefully.

3.2.5 Bullying, by definition, is aggressive and typically repeated behaviour by an individual where:

3.2.5.1 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:

3.2.5.1.1 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

3.2.5.1.2 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 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.

3.2.5.3 cyber-bullying includes bullying by electronic means including:

3.2.5.3.1 creating a web page or blog in which the creator assumes the identity of another person,

3.2.5.3.2 impersonating another person as the author of content or messages posted on the internet,

3.2.5.3.3 communicating inappropriate material electronically to more one or than one individual or posting inappropriate 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,

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., online) where engaging in bullying will have a negative impact on the school climate.

4. Board Code of Conduct Rules

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, disability, receipt of public assistance (in housing), or record of offences [in employment]) 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 student when the student's conduct outside the school environment negatively impacts on the school.

5. Board Code of Conduct Procedures

5.1 Principals, or their designates, take a leadership role in the daily operation of the school. They provide this leadership by:

5.1.1 demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment;

5.1.2 ensuring accountability for individual behaviour and actions;

5.1.3 empowering students to be positive leaders in their school and community;

5.1.4 communicating regularly and meaningfully with all members of their school community; and

5.1.5 outlining in the school, the common practices and procedures of the school. These may include daily routines that have an impact on behaviour, i.e., in classrooms, the use of lockers, lunchtime, hall monitoring, playground, buses, attendance, general deportment.

5.2 Signage

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

6. Strategies to Promote Positive Student Behaviour

6.1 Prevention Strategies

6.1.1 Establish a culture of caring and take a meaningful, culturally responsive approach to promote a positive school climate;

6.1.2 Maintain effective classroom management and develop healthy relationships using a trauma-informed, culturally responsive approach;

6.1.3 Provide options for Indigenous-centred supports for students who self-identify as Indigenous;

6.1.4 Use of encouragement, reinforcement, and rewarding;

6.1.5 Promote social-emotional skills development;

- 6.1.6 Provide information regarding anger management programs;
- 6.1.7 Utilize peer counselling and conflict resolution;
- 6.1.8 Use of home-school communication;
- 6.1.9 Provide substance use prevention education;
- 6.1.10 Promote mental health and well-being; and/or
- 6.1.11 Teach mental health literacy, coping strategies and how to seek support.

6.2 Supportive Intervention Strategies

- 6.2.1 Use of active listening;
- 6.2.2 Use of teachable moments;
- 6.2.3 Teaching social-emotion skills;
- 6.2.4 Use of verbal redirection, reminders and reinforcement;
- 6.2.5 Use of choices;
- 6.2.6 Use of restorative practices and other problem solving techniques;
- 6.2.7 Use of culturally responsive resources;
- 6.2.8 Use of interviews/discussion;
- 6.2.9 Use of school/Board/community resources;
- 6.2.10 Use of outside agencies; and/or
- 6.2.11 Use of behavioural contracts, where other interventions have proven unsuccessful.

7. Consequences for Unacceptable Behaviour

Consequences shall be timely, fair, reflective of individual circumstances, related to the circumstances and/or actions specific to the incident and progressive when appropriate.

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 suspensions, and/or
 - 7.1.8 expulsion.
- 7.2 In accordance with provincial directives, parent(s)/guardian(s) and students are advised that a principal shall consider whether to suspend 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:
- 7.2.1 uttering a threat to inflict serious bodily harm on another person,
 - 7.2.2 possessing alcohol or illegal drugs or, unless the student is a medical cannabis user, cannabis,
 - 7.2.3 being under the influence of alcohol or, unless the student is a medical cannabis user, cannabis,
 - 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 student's school or to property located on the premises of the student'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,
 - 7.2.13 inappropriate physical contact,
 - 7.2.14 failing to complete medical immunizations as required by the Public Health Department.
- 7.3 In accordance with provincial directives, parent(s)/guardian(s) and students are advised that a student shall be suspended and considered for expulsion on the following grounds:
- 7.3.1 the student 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,
 - 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 or cannabis to a minor,
 - 7.3.1.8 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.

- 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 students are advised that the following additional infractions may result in a suspension and may be considered for expulsion:
 - 7.4.1 the student commits an infraction in the school community, and the infraction has an adverse effect on the school;
 - 7.4.2 the student's pattern of behaviour is so refractory that the student's presence is injurious to the effective learning environment of others;
 - 7.4.3 the student has engaged in activities that:
 - 7.4.3.1 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
 - 7.4.3.2 caused extensive damage to school property at the student's school or to property located on the premises of the student's school.
 - 7.4.4 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.

8. Board Code of Conduct Expectations - Staff

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

9. Board Code of Conduct Expectations - Other

Through Section 265(m) of the Education Act, the principal, in consultation with the family of schools superintendent may exclude any individual who is unable to follow the Board Code of Conduct.