

North Hope Central P.S.

CODE OF CONDUCT - Summary

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.

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.

Procedures at our school

Attendance/Safe Arrival

Regular, punctual attendance is a habit worth nurturing as it influences a child's life-long patterns.

If your child is going to be absent in either the morning, for the day, or the afternoon only, **please call and let us know**. If your child arrives at school late, please have them come to the office so that we may mark them present. Your diligence in this saves us much office time, and the interruption of us calling you. We need to know your child is safe. Please note that if your child is away for more than 3 days we will need a written note explaining their absence.

Safe and Acceptable Use of the Computer Network.

Students of Kawartha Pine Ridge District School Board develop computer skills that will assist them to be life-long learners. Word processing, database, spreadsheet, presentation and reference software may be used across the curriculum. Electronic mail within our Board may be used, and internet access may be provided when appropriate. Before e-mail and/or internet access are granted to students, an additional agreement will be provided. Each student will have their own account on the computer network when appropriate. This account will be accessed by a school-generated user name and each account will be protected by a password. A computer account is a privilege for a student. **Teachers and principals can examine all files in any user account, just like checking other assignments, and will remove files if necessary.**

All students are expected to use our computing resources in a responsible manner that respects the rights of all users. Working on a computer network is like living in a community. All users are affected by what their fellow users do. Acceptable use of a computer network is called *netiquette*.

Personal Electronic Devices

All Personal Electronic Devices (PEDs) including cell phones, games, MP3 players, tablets etc. must be powered off and stored out of sight (backpack, desk, pocket etc.) in all classrooms (and the library) during instructional time. PEDs may be used for instructional purposes as determined by the classroom teacher for specific activities.

Lunch Hour

Students who must remain at school for lunch are accommodated in classrooms. Students are expected to:

- stay in their seats,
- speak in reasonable tones,
- participate in clean-up, and recycling

Yard Supervision

The yard is supervised beginning at 8:45 a.m. Students should arrive at school at or after this time. There is no supervision on the yard at the end of the school day. Please remind your child, as we do at school, to get help should they be hurt. Yard duty teachers can help if they are informed at the time. Additionally, if a student is well enough to be at school, he/she is well enough to be outside on the yard.

Fire Drill & Lock Down Procedures

It is the duty of a Principal to conduct 3 fire drills in the Fall term and 3 between January and June and one Lock-Down drill in the Fall and one in the Spring. Every person in the school building participates in the fire drill and lock-down.

Students practice evacuating the school through their regular exit and also their alternate exit. Fire drills enable pupils and staff to become familiar with emergency evacuation procedures, resulting in an orderly evacuation with efficient use of exit facilities.

Visitors

Visitors to our school who respect the school rules are always welcome. It is the policy of the Board that any visitor to the school reports to the office upon arrival. Again, this is a safety measure which is in effect for the protection of our students and staff. Parents are always welcome but are encouraged to make an appointment to see a teacher or the principal.

School Phone

Student after-school plans need to be made in advance, from home, with parents' knowledge, assistance and consent.

Students may use the phone for urgent situations, only when they have permission from a teacher or when in the presence of a member of the school staff.

The office is careful to avoid disruptions to classroom routines and learning. A message will be relayed to a child during a break, if parents/guardians phone during instructional time.

Personal Items Should Stay at Home

All valuable items such as: cameras, phones, Gameboys, sports equipment, special cards or toys or other expensive items should be left at home to avoid damage or loss. Students are responsible for securing money they bring to school.

The school cannot repair or replace valuable items and school staff do not have the time or resources to solve the problems created by these personal items.

Volunteers

Staff and students alike appreciate the assistance offered by *both* moms and dads, and you will have the chance to get to better know the school. Volunteers are critical members of our school. We appreciate their on-going commitment to the school. If you are interested in volunteering in some capacity, please contact your child's teacher or the principal. All volunteers must submit a current (within the last 12 months) criminal records check with vulnerable sector search.

Student Safety – Medical Needs

Your child's safety and well-being is important to us. If your child has any medical needs or life-threatening conditions, please contact the office immediately so that an Individual Emergency Response Plan can be created and shared with staff.

KPR District School Board has a policy concerning medication in the school. Students who require any medication at school (prescription and non-prescription) must have an Administration of Medication Form completed and return to the school. For all prescription medications to be kept at the school the form must be signed by a physician. Teachers are not permitted to keep medications in their desk. All medications must be kept at the office. (Students who must keep an inhaler or Epi-pen on their person for emergency purposes must submit an Administration of Medication form that indicates this need by a physician, otherwise students are not allowed to carry medications on their person or keep them in their backpack.)

If your child requires medication at school please contact the school office to request the appropriate forms. Medication s are never supplied by the school.

Parents are responsible to pick-up all medications by the end of the school year. Any medications that are not picked up at the end of the last day for students, will be returned to a pharmacy for disposal.

Life Threatening Allergies

Many children have allergies. A few allergies, however, are life-threatening. Even minimal exposure can be fatal within minutes. The details of any life-threatening allergies will be communicated in our school newsletter.

Your understanding and cooperation is greatly appreciated to help us create the safest environment possible for our students at risk.

Emergency Situations

In an emergency, we turn to Student Information forms first, for contact information. The accuracy of this information is vital, so please ensure that new or revised information is conveyed immediately to the school secretary.

Should there be a need to send your child home early, due to injury or illness, please review with your child the pre-planned emergency arrangements.

School Closures or Inclement Weather

In the event of unforeseen school emergencies listen to the local radio stations for specific information as to whether the :

- school is closed and buses are cancelled
- school is open but buses are cancelled
- school is open but only certain buses are running.

Please review with your child any emergency arrangements for your family (e.g. if the bus fails to pick them up in the morning, early emergency dismissal).

Please be aware that if a bus student is dropped off at school by the parent/guardian due to the cancellation of buses, parents are responsible for picking the student up at the normal dismissal time (3:35pm). Student supervision is not available beyond dismissal bell. If buses are cancelled in the morning, they are always cancelled for the afternoon as well.

Leaving School Early for Appointments

If a child is to leave school for an appointment etc., please notify the school in advance whenever possible. Notes indicating the need for an early dismissal for appointments, must be dated and must have the parent/guardian(s) signature.

If someone other than a family member is to pick up a child, the school must be notified in writing giving consent for the school to release your child.

Homework

Homework encourages the development of work habits such as self-regulation, organization, responsibility, independent work, initiative and collaboration. It also provides parents with an opportunity to engage, discuss and stay informed of the learning taking place in their child's class.

Homework supports learning that has occurred in class. This may include completion of assigned work, reviewing work in preparation for learning in the next class, at home practise of learned skills (e.g., spelling or multiplication recall, and/or reading). Setting a consistent time and a quiet place to do school work, each evening, is important.

Busing Information

Parents whose children are bused to and from school are requested to confirm and post their child's busing information in a prominent place at home.

Riding on a bus is a privilege, not a right. While riding on a bus to and from school, or while on a school outing, students are expected to comply with the Bus Rules of Conduct listed below. Inappropriate behaviour may result in removal of bus riding privileges.

- It is important that pupils **show respect for the driver** by following his/her instruction
- Pupils **must take their assigned seats** on the bus and must **remain seated** throughout the trip to and from school. **No running on the bus or switching seats.**
- **Aisles must be kept clear** at all times.
- Pupils **must not eat or drink, chew gum, or litter** on the school bus.
- Pupils must **not throw objects at, on or from the school bus.** Toys and other items should remain in backpacks during transportation.
- Pupils **must not at any time create a disturbance**, distracting the driver, by yelling, using profanity or obscene language, by taunting or fighting another student or touching another student's person or personal property.
- Firecrackers, matches, water pistols or any other dangerous or annoying objects are prohibited on school buses.
- Pupils **must not open windows** unless authorized by the driver. Pupils must keep all parts of their body inside the bus at all times.
- Emergency equipment must not be touched except in the case of an emergency.
- **Pupils and/or their parents/guardians will be financially responsible for any act of vandalism** (damage to the bus).

Busing concerns? Late bus? Contact STSCO directly. Any questions regarding buses can be dealt with by phoning Student Transportation Services of Central Ontario (STSCO) at (705)748-5500 or visiting their website at www.stsco.ca

Proper Dress and Appearance

Dress in a manner that is appropriate to school activities, comfortable and not offensive to others in exposure, cleanliness or message.

Undergarments should not be visible. A good measure to remember for tops is, "Lasagna straps are fine, but spaghetti straps are not". The length of shorts will be equal to that of the tip of your middle finger when arms are at your side. P.J.'s are also not appropriate for school wear.

We appreciate your support to ensure that all clothing the students wear displays no offensive or oppositional messages, symbols or pictures. Alcohol, drug and tobacco advertisements are deemed inappropriate. The midriff and personal undergarments must be covered. Any clothing that is deemed immodest by the administration is unacceptable, (spaghetti strap tops, sheer/see thru tops, short shorts/ skirts).

Students who are inappropriately dressed will:

- be required to cover up, or
- be sent home to change, or
- be provided with a school t-shirt.

Students should dress cleanly and neatly in a manner that lets them participate fully in all school activities. Outdoor clothing, including winter boots, hats and caps, are not worn in class. Students change into indoor shoes after each entry. We ask that these indoor shoes have non-marking rubber type soles. They must be appropriate for gym class, no open toes or exposed heels. During the winter season students should be dressed appropriately for the cold weather. Students go outside **every day** and should be prepared appropriately. Hats, scarves, mitts/gloves and warm coats are strongly recommended. When the weather becomes extremely cold, warm winter boots, heavy coats, and snow pants should be worn. It is also advisable for the younger students to have extra dry clothes at school, especially mittens and socks. Outdoor shoes need to allow students to play safely on the playground at recess and should not have open toes.

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 another circumstances (e.g., online) where bullying has a negative effect on school climate.

4. School Code of Conduct Rules

(Every school will include the following rules in its Code of Conduct. The principal, in consultation with the school community, may add rules to reflect the uniqueness of the school.)

- 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.

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

5.2 Signage

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

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)