

School Code of Conduct

The Vincent Massey P.S. Code of Conduct sets clear standards of behavior for all members of the school community – students, staff, parents, community partners, volunteers and visitors – and is based on the Kawartha Pine Ridge DSB Code of Conduct and the Provincial Code of Conduct, effective February 1, 2008.

This Code of Conduct applies at school, during school related or school sponsored activities and to events that happen outside of school but might have an impact on the school climate. This Code of Conduct includes cyberbullying.

It is important to note that the new Code of Conduct strives to make schools safer by focusing on promoting positive behavior, on providing early and ongoing intervention, on preventing inappropriate behaviour and on addressing inappropriate behaviour with appropriate consequences. As a result, it makes a shift away from a punitive approach to incidents of harm and wrongdoing to a new approach that seeks to correct the inappropriate behaviour and, in KPRDSB, to repair the harm that has been caused.

Progressive discipline and restorative practices are two of the supports available to schools when working with inappropriate behaviour or conduct, and principals will use both strategies when considering the most appropriate way to respond to each situation in order to provide students with the opportunity to learn from the choices they make.

1. School Code of Conduct

The Ministry of Education requires that all schools develop a code of conduct which communicates the standards of behaviour to all the members of the school community and the types of behaviour expected from them. Members of the school community include: students, staff, parent(s)/guardian(s) and others such as visitors and volunteers.

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

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

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

2. School Code of Conduct Responsibilities

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

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

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, volunteers, parents and guardians have additional responsibilities unique to their roles.

2.2. Additional Student Responsibilities All students have the additional responsibility to:

- 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, and 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 Teaching Staff Responsibilities Teaching staff have the additional responsibility to:

- 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; this is in keeping with 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(s)/Guardian(s) Responsibilities Parent(s)/Guardian(s) has/have the additional responsibility to: 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 and is on time
- 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.

3. Standards of Behaviour

3.1 Respect, Dignity, Civility, Equality and

Responsible Participation in School Life

We all 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 and comply with all applicable federal, provincial and municipal laws
- Demonstrate the character attributes set out by the school board
- Respect differences among people, their ideas, opinions, experiences and perspectives
- Treat one another with dignity and respect at all times, and 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 or disability
- 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 in a manner that is appropriate to school activities with regard to exposure, cleanliness and message
- Respect persons who are in a position of authority
- Respect the common goal to work in an environment of learning and teaching.

3.2 Physical and Emotional

(Psychological) Safety Weapons

The following will not be tolerated:

- 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

The following will not be tolerated:

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

Physical Aggression

The following will not be tolerated:

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

Non-physical Aggression The following will not be tolerated:

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

- The behaviour is intended to, or the pupil ought to know that the behaviour would be likely to; cause harm, fear, or distress to another individual or group, including physical, psychological, social, emotional or academic harm to reputation or property; create an unwelcoming environment at a school for another group or individual.
- The behaviour occurs where there is a real or perceived imbalance of power between the pupil and the individual being bullied, based on factors such as size, strength, age, intelligence, peer group, economic or social status, religion, ethnic origin, sexual orientation, family circumstance, gender, gender identity, gender expression, race, disability or the receipt of special education.
- The behaviour includes use of any physical, verbal, electronic, written or other means.

Cyber-bullying involves 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 persons.

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. Bullying in any form **will not be accepted** on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where bullying will have a negative effect on the 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, school buses, on school excursions). **Note:** The principal also may apply these rules to a pupil when the pupil's conduct outside the school environment negatively affects the school.
- students will follow the rules of school conduct while on any field trip or school-related activity;
- skateboards, roller blades, scooters and bikes are not to be used on school property;
- outdoor clothing, including hats, caps and bandanas, are not to be worn during class times/in the school building;
- intermediate students are **required** to change into athletic attire for physical education classes. Physical education clothing must follow dress code expectations;
- vulgar or profane language is not acceptable (shall use proper and acceptable language);
- students must identify themselves to school staff upon request;
- students are expected to participate productively and actively in school curriculum;
- students are expected to bring notes to explain absences;
- smoking and possession of tobacco, matches, lighters or other prohibited items are not permitted on school property and will result in immediate suspension; and
- cell phones, pagers, other communication devices are only permitted under teacher supervision (see section on PEDs).

School Dress Code

Students will dress appropriately for the school environment. This includes:

- clothing which covers shoulders to midhigh; midriff is covered;
- no spaghetti straps, no muscle shirts, no clothing advertising inappropriate products or messages including alcohol, tobacco, drugs or profanity, putdowns;
- undergarments cannot be exposed;
- appropriate jewellery and accessories, e.g. no studded/spiked jewellery or belts, no necklaces made from bullet casings;
- any student wearing clothing that is deemed inappropriate will be required to cover up, change or turn the offensive message to the inside.

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

- Signs will be posted directing visitor(s) to begin their visit at the office.
- Students do not go home at lunchtime without a note;
- Parent volunteers wear identification tags;
- Police checks are required for all volunteers in the school; new volunteers to the school must register on www.kprdsb.ca website after they apply for their police check.
- Teachers wearing orange vests supervise the yard using walkie talkies
- Most school doors are kept locked during the day;
- Students line up to enter the school. Students enter and exit the school at their assigned doors unless reporting to the office for a late slip;
- Teachers meet their classes at the doors; □ Morning announcements update student and staff about safety issues;
- The Safe Arrival program checks for late and absent students;
- Parents wait for students outside during dismissal time;
- Indoor running shoes are required by students;
- Hats are not worn in the school;
- Bicycles, scooters, skateboards and roller blades must be walked or carried on school property;
- Dogs are not permitted on school property.

6. Strategies to Promote Acceptable Behaviour

6.1 Prevention Strategies

- Establish a positive school climate
- Maintain effective classroom management and discipline
- Model encouragement, reinforcement and rewards for positive behavior
- Promote social skills development
- Provide information regarding anger management programs
- Use peer counseling and conflict resolution (i.e. Kelso's choices)
- Use effective, respectful home-school communication

6.2 Supportive Intervention Strategies □ Teachable moments

- Verbal reminders and reinforcement
- Active listening
- Positive choices
- Restorative practices and other problem solving techniques
- Contracts for expected behavior
- Appropriate outside agencies
- Interviews/discussion
- 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.

7. Consequences for Unacceptable Behaviour

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

7.1 Consequences may include one or more of the following:

- Restorative practice
- Warnings
- Time-outs
- Time-owed
- Restricted privileges
- Learning about an issue
- Apology
- Restitutions (e.g., paying for damage, doing community service) □ Suspension
- Expulsion.

7.2 As required by law, a student **will be suspended**, and expulsion may be considered, if the pupil commits one or more of the following infractions at school or a school-related activity:

- Possessing a weapon including a firearm
- Using a weapon to cause or to threaten bodily harm to another person
- Committing a physical assault that causes bodily harm requiring medical treatment
- Committing sexual assault
- Committing an offence motivated by hate, bias or discrimination
- Trafficking in weapons or in restricted drugs
- Committing robbery □ Giving alcohol to a minor
- Bullying if:
 - The pupil has been suspended previously for bullying
 - The pupil's presence in the school creates an unacceptable risk to another person.

7.3 As required by law, a student **may be suspended**, and expulsion may be considered, in the following cases:

- The pupil commits an infraction in the school community, which could have a negative effect on the school □ The pupil's pattern of behavior 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
- The pupil's pattern of behavior has shown the pupil has not prospered by the instruction available, and the pupil persistently resists changing the behavior.

7.4 As required by law, a student **may be suspended** in the following cases:

- Uttering a threat to inflict serious bodily harm on another person

- Possessing alcohol or restricted drugs
- Being under the influence of alcohol
- Swearing at a teacher or at another person in a position of authority
- Committing vandalism that causes extensive damage to property at the school
- Bullying
- Any other activity for which a principal may suspend a student under a policy of the Board.

7.5 In addition, the KPR Board will **consider suspending** a student for the following infractions:

- Persistent opposition to authority
- Habitual neglect of duty (e.g., constant refusal to do schoolwork)
- Willful destruction of school or Board property
- 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 fight.