

CODE OF CONDUCT

1 Rationale

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to be law abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

The Ministry of Education requires that all schools develop a code of conduct, which communicates to all the members of the school community the standards of behaviour expected from them – whether they are on school property, on school buses or at school-authorized events or activities. Members of the school community include: students, staff, parent(s)/guardian(s) and others such as visitors and volunteers. This school code of conduct has been developed in accordance with the guiding principles of the Safe Schools Policy in order to create a common understanding upon which safe learning and working environments can be maintained for all school community members.

2 Responsibilities

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

2.1 Common School Community Member Responsibilities

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 has the responsibility to:

- contribute to making the school environment safe and conducive to learning/working,
- ensure our school is free from discrimination, physical and/or psychological abuse;
- be a partner in the school community and to work cooperatively with each other; and
- model appropriate behaviour and to support the school code of conduct by upholding the standards of behaviour.

2.2 Student Responsibilities

Each student has 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; and
- 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 Teaching Staff Responsibilities

Teaching staff have the additional responsibility to:

- help students work to their full potential and develop their self-worth;
- assess, evaluate and report student progress;
- communicate regularly and meaningfully with parents;
- discipline fairly and consistently in a manner in keeping with the Administrative Regulation of Discipline and the school code of conduct;
- be on time and prepared for all classes and school activities;
- prepare students for the full responsibilities of citizenship; and
- safeguard students from persons or conditions which interfere with the learning process
- understand and minimize any biases that may affect student-teacher relationships.

2.4 Parent/Guardian Responsibilities

Parent(s)/guardian(s) have the additional responsibility to:

- attend to their child's physical and emotional well-being;
- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, clean, appropriately dressed and prepared for school;
- ensure that their child attends school regularly and 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; and
- 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 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.

All school members must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, including their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of their race, religion, ancestry, place of origin, colour, ethnic orientation, sexuality, age or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- use non-violent means to resolve conflict;
- dress in a manner that is appropriate to school and school activities with regard to exposure, cleanliness and/or message;
- respect persons who are in a position of authority; and
- respect the need of others to work in an environment of learning and teaching.

3.2 Physical and Emotional (or 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, including but not limited to firearms;
- the use of any object to threaten or intimidate another person;
- the use of any object to cause injury to another person.

Alcohol and Drugs

- possession of, or being under the influence of, alcohol, drugs, or illegal substances;
- providing others with alcohol, drugs, or illegal substances.

Physical Aggression

- inflicting or encouraging others to inflict bodily harm on another person, and/or 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 all these standards of behaviour, it is expected that all school members will seek staff assistance, if necessary, to resolve conflict peacefully.

4. School Code of Conduct

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 (oral or written), sexual or psychological abuse (e.g., sarcasm, ridicule, humiliation), bullying, or discrimination on the basis of race, culture, religion, gender, language, sexual orientation, or any other attribute is not permitted; and
- 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) is not permitted.
- Personal electronic devices (e.g., cell phones) must be turned off in the classrooms. Usage without permission will result in confiscation.

5. Strategies to Promote Acceptable Behaviour and Safe Communities

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

- establish positive school climate
- maintain effective classroom management
- use of encouragement, reinforcement, and rewards to promote social skills development
- provide anger management programs
- utilize peer counseling and conflict resolution
- use of home-school communication.

Supportive Intervention Strategies

- use of teachable moment
- use of verbal redirection, reminders and reinforcement
- use of active listening
- use of choices
- use of problem solving techniques
- use of behavioural contracts
- use of interviews/discussions
- use of restorative circles
- use of community resources and agencies (e.g., John Howard Society, Durham Regional Police), use of school or Board resources

Community Threat Assessment Protocol

KPRDSB 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 there is a risk of serious harm, the CTAP helps principals take immediate steps to protect student well-being and respond to threatening incidents.

6. Consequences for Unacceptable Behaviour

Consequences for unacceptable behavior are appropriate to the individual, the circumstances and the actions. CCIS uses progressive discipline, with a range of responses, supports and restorative practices. Consequences are firm, fair, clear and appropriate to the student’s age and development, and mitigating factors are considered. Consequences will be most successful in changing student behaviour when combined with home support. 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, etc.)

- suspension, and
- expulsion.

7. Suspensions and Expulsions

The following are grounds for suspension:

(Suspension is out of the school and could last between 1-20 days)

- A. Swearing at a teacher or at another person in a position of authority
- B. Uttering threats to inflict bodily harm on another person
- C. Possessing alcohol or illegal drugs
- D. Being under the influence of alcohol or illegal drugs
- E. 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
- F. Assault
- G. Being involved in a physical altercation
- H. Engaging in another activity that, under Board policy, is one for which a suspension must be considered, such as:
 - inappropriate physical contact
 - persistent opposition to authority
 - use of profane or improper language
 - habitual neglect of duty
 - conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others (e.g., shoplifting during the school day, possession of drug paraphernalia, taking a photo of a student / staff and distributing it, etc.)
- I. Bullying, harassment and/or cyber bullying.

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 behavior 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, or to the individual's reputation or 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.

Cyber-bullying includes bullying by electronic means, including:

- creating a webpage or blog in which the creator assumes the identity of another person
- impersonating another person as the author of content 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.

The following are grounds for expulsion:

- Possessing a weapon (including a firearm)
- Using a weapon to cause or 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
- Bullying (if the student has been previously suspended for bullying and the student's continuing presence creates an unacceptable risk to the safety of another person)
- Any activity listed in subsection 306 (1) of the Education Act that is motivated by bias, prejudice or hate
- Giving alcohol to a minor
- Engaging in any other activity for which a student may be expelled in KPR board policy (including extensive damage to Board property or to goods on Board property).

In accordance with provincial directives, a student may be suspended, and expulsion may be considered:

- 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:
 - causes 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.