

# **ROGER NEILSON CODE OF CONDUCT**

## **2023-2024**



### **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.

### **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; and
- refrain from bringing anything to school that may compromise safety of others,
- use personal mobile devices during instructional time **only** under the following circumstances:
  - for educational purposes, as directed by an educator
  - for health and medical purposes
  - to support special education needs.

## **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 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 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

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

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

#### 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 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 and 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:

- discussion/ warnings
- parental contact
- time-outs
- time-owed
- restricted privileges (e.g., school trips, school teams, recesses)
- apology
- student behaviour contract
- restitution (e.g., paying for damage, community service)
- school 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)

## **ACCEPTABLE TECHNOLOGY USE**

The Kawartha Pine Ridge District School Board maintains Information Technology resources to enhance delivery of curriculum, instructional activities and administration of schools. Students need to understand that the use of these resources is a privilege. They are required to use these resources solely for educational purposes. Students are expected to treat these resources with respect.

The following activities are considered unacceptable involving the use of Kawartha Pine Ridge District School Board Resources and are prohibited:

- Etiquette: transmitting or accepting information which contains swearing, harassing or indecent materials.
- Harm: any act that harms another person or their reputation.
- Illegal Activities: making illegal copies of software or committing any crime using technology.
- Fraud: Attempts to deceive others or represent themselves as someone else.
- Vandalism: the deliberate attempt to harm or disrupt any part of the computer facilities including hardware, software, data or any other component. This includes attempting to harm other installations.
- Use of the computers, iPads and netbooks for purposes other than education.
- Personal safety: personal information that identifies the user should not be transmitted over the Internet.

## **PERSONAL ELECTRONIC DEVICES (PEDs)**

The use of technology for student learning is a key 21 st century skill to enable all of our students to learn and succeed. Under staff direction, Personal Electronic Devices can be used effectively as an educational resource, support or aid for teaching and learning. Furthermore 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. In order to ensure a safe and positive climate for all stakeholders, school principals with their teaching staff will monitor and regulate the use of Personal Electronic Devices.

### Guidelines include:

- 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.
- The teacher will determine and authorize the usage of a PED during instructional time.
- The usage of PEDs is restricted in some areas of school including washrooms & change rooms.
- When the usage 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, speaking with the student, parent meeting, detention, confiscating the PED, removal of privilege to have a PED at school or suspension.
- PED's are not to be used during recess/lunch time without prior permission from a teacher.
- Obtain parental permission before a personal cell phone, camera or PED is brought to school
- Never take a photograph or video (without staff consent) of other students, parents or staff (It is very easy for students to post images on the internet without parental permission. This can, in some situations, compromise a person's safety.)
- Keep the cell phone or PED turned off and keep it out of site while at school unless the teacher gives permission for its use.
- With teacher or office assistance, use the office phone for ALLcalls while at school. As with other personal property items, schools are not responsible for lost, stolen or damaged PEDs.

The board has developed an acceptable use policy for personal electronic devices to ensure the safe, secure, ethical and appropriate use of these resources. The Personal Electronic Devices (PED's) Policy Code: ES 1.6.can be found on the Kawartha Pine Ridge District School Board website: <http://www.kprschoools.ca/>.

## **Dress Code for all Students, Staff and Visitors**

Students, Staff and Visitors are expected to dress in neat, clean, modest and inoffensive clothing that is appropriate for the school atmosphere. School is the students' place of learning. Clothing that displays body parts such as navels, cleavage or clothing that exposes undergarments will be considered inappropriate. Articles of clothing containing inappropriate messages or graphics are unacceptable.

The following restrictions apply:

- Midsection must be covered
- Undergarments must be covered
- Cleavage should not be exposed
- Shorts and skirts must not reveal any part of the "bottom"
- Pants with tears may only expose the area that would be exposed if the wearer wore shorts

With the exception of recognizing religious and/or cultural diversity, hats are not worn inside the building during instructional time.

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 and helps to prevent slips and falls.

- Footwear must be tied properly at all times.
- Footwear must be worn on the yard at all times.

Appropriate clothing is required for Physical Education

- Flip flops and other sandals are not safe for gym
- Shoes must be properly tied (and secure) for gym activities

When necessary, the principal or designate will apply progressive discipline strategies depending on the infraction, strategies may include, but are not limited to:

- speaking with the student
- asking the individual to change or cover offensive clothing
- a student may be temporarily excluded from Phys. Ed. and assigned alternative activities.
- a parent meeting / phone call
- detention or suspension in unique situations

The Dress Code also applies to school activities which take place away from the school grounds, such as field trips. It is always at the Administration's discretion to make adjustments to the Dress Code when necessary.

## **BUS EXPECTATIONS**

Riding the bus is a privilege. Students are expected to remain seated at all times and refrain from yelling, throwing things and/or eating or drinking on the bus. Students are required to abide by all the Expectations outlined in the School's Code of Conduct while on the bus. Failure to do so will result in progressive discipline and/or possible removal from the bus.

## **BICYCLES, SKATEBOARDS, ROLLER BLADES, ROLLER SHOES, SCOOTERS**

Where parents permit their children to ride their bicycles/scooters to school, it is expected that:

- the bicycle be in sound mechanical condition
- students obey the law and wear properly fitted bike helmets
- children be aware of and practice bike safety
- children be aware of and responsible for personal safety
- lock the bike in the student racks located at the north and south side of the school.
- understand that neither the school nor the school board accepts any responsibility or liability for bicycles parked on school property
- any wheel transportation needs to be walked on school property Skateboards, roller blades, roller shoes and scooters are not to be used on school property. When a student arrives at school, he/she is expected to carry the skateboard or scooter while on the property or to change from roller blades / roller shoes into regular shoes before entering the school yard. Failure to do so will result in the student losing the privilege to have these items at school. Students may not wear roller shoes in the school building. The school cannot accept responsibility for the loss and/or theft of bicycles, skateboards, roller blades, roller shoes or scooters