

Kent Public School CODE OF CONDUCT

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.

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.

1. LEARNING RULES for Kent Public School

Students must be allowed to learn;

- Students must conduct themselves in class in such a manner that others can concentrate on the tasks at hand.
- Cell phones, iPods, game boys and other similar devices are not to be used except for educational purposes. Other personal items, not related to school instruction, are to be out of sight at all times. These items will be taken to the office for the first offense and the student may pick them up at the end of the day. The second offense, parents are required to pick them up at the end of the day from the office.
- Destruction, defacement or theft of school property is not tolerated
- Students involved in any school activity (whether at school or in another location) are required to respect all school rules and expectations as well as any rules and expectations particular to the facility being visited.

Teachers must be allowed to teach;

- Students should arrive on time so as to not disrupt the class.
- Students must enter the class in an orderly manner, get seated without delay.
- Students are expected to treat all adults with respect and courtesy.
- Students with specific concerns or complaints should approach their teacher in private and in a respectful manner. Should a student ill have an unresolved issue he or she may confer with the principal.

MOVEMENT RULES:

- Students should remind their parents to notify the school when they are going to be absent. Students leaving early or arriving late are to sign in at office.
- Students, upon arrival at the school, are to play on their appropriate yard. Primary students remain on the west side of the stairs leading to the upper field and are not to go up the hill. Junior and Intermediate students share all areas east of the stairs. Students are not to play near the street and parking area, on the walkways or grass in front of the school.
- Students are expected to dress according to the weather conditions because they must remain outside at recess. **If you are too ill to go outside at recess you should not be at school.**
- Students who walk to school are required to make a decision whether they eat lunch at school, or whether they eat at home.
- Leaving the school grounds at 12:45 is **not recommended**; however students may leave if they have a dated and signed note from their parents/guardians

Students who leave the school grounds at second recess are **unsupervised**.

- Students who become ill will be kept at the office until a parent or guardian arrives. The school does not have a sick room or nurse. We cannot give you Tylenol or other similar medications.
- If you need to have medications while at school your parents must have the appropriate forms signed by a doctor.
- Students must get on and off the bus at their designated stops only. A note from your parent or guardian is required when you are not going to be taking the bus after school, except in the case of after-school activities. School bus cancellations are announced on CJBQ in Trenton; and are posted on the board web site under STSCO. Buses cancelled in the AM are cancelled for the PM as well. Students whose parents drive them to school are expected to be picked up at dismissal.
- Students must have written permission from their teacher to use the phone.
- When the bell rings to enter the school follow the routine established by your home room teacher. **Students are not permitted in classrooms, the gym, or the library without a teacher being present.**
- Students are not permitted on the school roof. The custodian checks the roof weekly and will return any labeled objects.
- Bicycles may be brought to school provided they are not ridden on school property and they must be kept locked in the bike rack provided.

- During indoor recesses students are expected to stay in their room and engage in **quiet** activities. Students may not visit other rooms and must not attempt to converse with those in other rooms. Students are allowed in the hall only to get to and from their "KIC" activities or if they have a pass from the teacher on duty.
- Students are not to enter the staff room unless with a staff member. If you need something please knock at the door and await assistance. The photocopiers are for use by staff members only.
- Students are to eat their lunches and snacks in the classroom. Do not take food in wrappers outside.
- Lost articles should be placed in the "Lost and Found". All belongings should be labelled with the owner's name. Students are strongly urged to NOT bring valuables such as: Ipods, phones, game boys to school. **The school is not responsible for stolen or damaged personal property.**

COMMUNICATION RULES:

3.1 Students are expected to use positive, respectful language, free of obscene words, inappropriate gestures and racial slurs. Both verbal and non-verbal communication should demonstrate respect for yourself and others. You are expected to be tolerant of the beliefs, thoughts, opinions, cultural background, and the physical and mental abilities of others in the school. You are to display good sportsmanship; you are to assist those in need and to respect the privacy, property, and space of others.

3.2 Students shall conduct themselves in a responsible manner, and be respectful, courteous, and considerate of others. When conflict occurs students are to use appropriate words rather than fists or feet, or hurtful language to solve problems. Physical, verbal (oral and written), sexual or psychological abuse, bullying, intimidation or discrimination on the basis of race, culture, religion, gender, language, sexual orientation, or any other attribute is not permitted.

TREATMENT OF OTHERS:

4.1 **Students are expected to treat all people** (teachers, the principal, support staff, education assistants, secretaries, custodians, bus drivers, referees, parents, students, community volunteers and guests) **with courtesy and respect.** Courtesy and respect are demonstrated by both verbal and non-verbal (body) language, by following established rules and routines, and by demonstrating full cooperation with those responsible for your education and safety.

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. Please refer to our **[Bullying Prevention and Intervention Plan](#)** posted on our website.

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

- 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, cell phones. iPods 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.

5.3 Bus

Students on buses are expected to exhibit quiet, respectful, courteous behaviour similar to that expected in class. Students riding on a school bus are expected to demonstrate respect for the driver, for the vehicle itself, and for all other people, both inside and outside the bus. You are expected to obey the standard rules of conduct (e.g. remain seated; keep the aisle clear; do not eat, drink or chew gum; do not throw objects or create a disturbance by yelling, swearing, taunting another student, or touch another student's property; do not open the window before asking the driver; do not put any part of your body out the window and only touch emergency equipment in the case of a real emergency).

If the bus driver finds that redirection and reminders are not helping to solve the problem, they will write a bus report. This report is then delivered to the office for the school Principal to look into. The Principal will speak to the student and one copy of the report will be sent home with the student. Another copy of the report is kept on file at the office, the bus company receives a copy and the bus driver receives a copy. If the student receives 3 bus reports during the school year, the Principal reserves the right to remove the student from the bus for a period of time. *Riding the bus is a privilege, not a right.*

5.3 Outside play

- Play only in your designated yard. Do not play in the parking area, around the dumpsters or near the street.
- Use all equipment properly in the manner that it was intended to be used. Jumping from swings is very dangerous. Do not use equipment during the winter
- Lighters, matches, knives, toy guns, water guns, cap guns, fireworks, pea-shooters, skateboards, scooters, toboggans, crazy carpets, GT`s, and rollerblades are **not** to be brought to school.
- Students are not permitted to throw: snowballs, sticks, rocks, or ice. **Throwing any of the above objects could result in a suspension.**
- Students are permitted to play with inflated or "soft" types of balls. Baseballs, hard rubber balls, golf balls, and lacrosse balls are never permitted on any yard.
- Only mini hockey sticks and tennis balls may be used for hockey on school property.
- When a ball goes over the fence students must ask a teacher if they may retrieve the ball. Do not climb over the fence.
- School-yard games must be non-contact. Tackle sports and games with body checking are not permitted. Play fighting, throwing people to the ground, pushing and tripping are not acceptable forms of behaviour.
- No climbing equipment is to be used in icy or wet conditions. When using the climbers do not run or play games of tag, wait your turn, slide down only and do not pull people off the equipment. Swings are to be used as intended; do not swing sideways or wind up the chains. Jumping from swings is not permitted as it is very dangerous. Take turns giving up the swings for others every five minutes. Do not climb the swings to untangle the chains.

5.4 Hallways

- Shoes must be worn at all times. A set of indoor shoes is required and must be used in the winter and whenever the yard is wet or muddy.
- Walk in the halls and be considerate of smaller children.

6. Strategies to Promote Positive Student Behaviour

At Kent Public School we work to build a welcoming, warm, supportive environment which nurtures each individual's sense of self-worth and self-discipline. Our proactive focus includes an emphasis on academic excellence, modelling of appropriate behaviour, the KPR Character Education attributes and various co-curricular activities. Our school is a community of students, staff and community member who believe in working together to enable our students to grow into responsible, productive, healthy and caring citizens. Such growth requires the practise of self-discipline, being responsible for one's own behaviour, choosing to use non-violent methods in solving problems and learning to respect others and our environment.

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

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)

Information Regarding Search and Seizure

School administrators will respect the privacy of each person and have the authority to search school property such as lockers, desks etc. without notice or permission of any person as directed by the Education Act. Personal property such as knapsacks, purses etc may become subject to search according to Board Policy.

The Kawartha Pine Ridge District School Board is committed to providing safe learning environments for all students, staff, school visitors and community members. When students behave inappropriately, principals may use progressive discipline to help students take responsibility for their actions, change their behaviour, learn from their mistakes and make things right. The Community Threat Assessment Protocol outlines how a school responds immediately to serious threatening behaviour. In situations where there is a concern for safety due to serious threatening behaviour, the principal may choose to utilize the Community Threat Assessment Protocol to gather information and seek appropriate support.

Promoting Respect through Student Clubs/Groups/Activities.

In keeping with the Board's Equity, Diversity and Inclusion policy (B-3.2) and administrative regulation (B-3.2.1), all schools within KPRDSB, including Kent Public School, welcome and support students who wish to lead or participate in school clubs, groups, or activities that promote safe, accepting, equitable, positive, diverse, and inclusive environments. This includes activities that promote anti-racism, gender equity, respect for people living with disabilities, and for people of all sexual orientations, gender identities and expressions (including clubs, groups or activities with the name Gay-Straight Alliance or GSA).