

## **CODE OF CONDUCT**

### **1 Rationale**

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. Members of the school community include: students, staff, parent(s)/guardian(s) and others such as visitors and volunteers. The Board recognizes that all students, parents, 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 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**

Everyone has the responsibility to:

- contribute to making the school environment safe and conducive to learning/working, free from discrimination, physical and/or psychological abuse;
- be a partner in the school community and to work co-operatively 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;
- show respect for themselves, for others and for those in authority; and
- refrain from bringing anything to school that may compromise the safety of others.

#### **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.

#### **2.4 Parent/Guardian Responsibilities**

Parent(s)/guardian(s) has/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, Civility and Responsible Citizenship**

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**

The following will not be tolerated:

##### **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.

*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 Rules**

Students must be allowed to learn;

Teachers must be allowed to teach;

- Physical, verbal (oral or written), sexual or psychological abuse, bullying, or discrimination on the basis of race, culture, religion, gender, language, sexual orientation, or any other attribute is not permitted; and
- Damage to property in the school environment (including school grounds, school buses, on school excursions) is not permitted.
- In-line skates, roller skates/shoes and skateboards are not to be used in or on the school property.
- Laser pointers are NOT allowed in classrooms and will be confiscated by teachers and / or administration.
- Personal electronic devices (e.g., cell phones) must be turned off in the classrooms. Usage without permission will result in confiscation.

### **5. School Code of Conduct Procedures**

Signs are posted that state visitor(s) must begin their visit at the office.

## **Dress Code**

We believe and know:

- How you dress is a reflection of yourself and your individuality; however, it is important that the way you dress does not disrespect yourself, others or the values of the school and society in general.
- i. Students are to dress neatly, in good taste, and in a manner appropriate for the school, workplace, or an out of school activity. Students are not to wear clothing or jewellery that condones or advertises drugs, intoxication, sex, racism or violence. Halter or strapless tops, bare midriffs, muscle shirts and clothing that expose undergarments or clothing considered to be too revealing are inappropriate. Inappropriate dress will be addressed by staff and / or the administration; a parent/guardian of the student will be notified. Clothing or jewellery that could be injurious (e.g. sharp studs) will not be permitted. Students may be asked to change, cover, or remove the inappropriate article or be sent home.
  - ii. Shorts, skirts and dresses are to be no shorter than the fingertips, with arms at rest standing at attention.

## **6. Strategies to Promote Acceptable Behaviour and Safe Communities**

### **Prevention Strategies**

- establish positive school climate
- maintain effective classroom management
- use of encouragement, reinforcement, and rewards
- 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/discussion
- use of restorative circles
- use of community resources and agencies (e.g., John Howard, Durham Regional Police)
- use of school or Board resources, such as restorative practice

### **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. Please speak with the principal for further information on this protocol.

## **7. Consequences for Unacceptable Behaviour**

Consequences for unacceptable behavior are appropriate to the individual, the circumstances and the actions. CCSS 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.

## 8. Suspensions and Expulsions

The following are grounds for **suspension**:

(Suspension is from the school and lasts 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 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**, 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

The following are grounds for **expulsion**:

- a) Possessing a weapon (including a firearm)
- b) Using a weapon to cause or threaten bodily harm to another person
- c) Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- d) Committing sexual assault
- e) Trafficking in weapons or in illegal drugs
- f) Committing robbery
- g) 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)
- h) Any activity listed in subsection 306 (1) of the Education Act that is motivated by bias, prejudice or hate
- i) Giving alcohol to a minor
- j) 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).