



KAWARTHA HEIGHTS PUBLIC SCHOOL CODE OF CONDUCT – SEPTEMBER 2021

1. Students must be allowed to learn.
2. Teachers must be allowed to teach.
3. Physical, verbal (oral or written), sexual or psychological abuse, bullying, or discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, or handicap (Human Rights Code, R.S.O. 1990, c. H.19, s.1.) is not permitted.
4. Damage to property in the school environment (including school grounds, school buses, on school excursions) is not permitted.

NOTE: The principal may also apply these rules to a pupil when the pupil's conduct outside the school environment negatively impacts on the school.

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 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 guiding principles of the Safe, Caring and Restorative Schools Policy and the Ontario Code of Conduct in order to create a common philosophy & understanding upon which safe learning & 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.

SCHOOL CODE OF CONDUCT RESPONSIBILITIES

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.

Every member of the school community has the responsibility to:

- contribute to make 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 cooperatively with each other; and
- model appropriate behaviour and to support the Code of Conduct by upholding the standards of behaviour.

Each student has the additional responsibility to:

- exercise self-discipline, follow 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;
- refrain from bringing anything to school that may compromise the 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.

Parent(s)/guardians(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;
- assist school staff in dealing with disciplinary issues.

STANDARDS OF BEHAVIOUR

RESPECT, CIVILITY, RESPONSIBLE CITIZENSHIP

Students will not be allowed to violate the safety, rights or property of others or to interfere with the learning of their fellow students.

Consequences for Unacceptable Behaviour

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

Consequences may include the following:

- restorative practice;
- warnings;
- skill building
- time-outs or time-owed;
- restricted privileges;
- restitution (eg., financial, community service);
- suspension;
- expulsion

These **progressive disciplinary** measures will be imposed to improve behaviour and support a positive school climate. The Provincial Code of Conduct clearly states which infractions are punishable by suspension and/or expulsion. Students are thoroughly informed of expectations.

In accordance with provincial directives, parent(s)/guardian(s) and pupils are advised that **the following infractions will result in a suspension and will be considered for expulsion:**

- the pupil commits one or more of the following infractions while at school or engaged in a school-related activity:
 - possessing a weapon including 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 restricted drugs
 - committing robbery
 - giving alcohol to a minor.

In accordance with provincial directives, parent(s)/guardian(s) and pupils are advised that **the following additional infractions may result in a suspension and may be considered for expulsion:**

- the pupil commits an infraction in the school community, and the infraction has an adverse effect on the school;
 - pupil's pattern of behavior is so refractory that pupil's presence is injurious to effective learning environment of others;
 - the pupil has engaged in activities that:
 - cause the pupil's presence in the school to be injurious to the physical or emotional well-being of other pupils or persons in the school, and/or
 - cause extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school; and
 - the pupil demonstrated, through a pattern of behaviour that the pupil has not prospered by the instruction available and that the pupil is persistently resistant to making the changes in behaviour which would enable the pupil to prosper.

In accordance with directives, parents/guardians and pupils are advised that **the following infractions may result in a suspension:**

- 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, and/or
- 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.

In addition, the Kawartha Pine Ridge District School Board will also consider a **suspension for the following infractions:**

- persistent opposition to authority,
- habitual neglect of duty,
- the wilful destruction of school or Board property,
- the use of profane or improper language, and conduct injurious to moral tone of the school or to the physical or emotional well-being of self or others in the school

LEARNING ALTERNATIVES TO AGGRESSION

Our students will learn that there are alternatives to aggression and that life is much more pleasant when relationships are based upon trust and respect rather than upon suspicion and the need 'to get even'.

Aggression can be a part of many children's lives. It results in either physical or verbal abuse being directed at other students and even adults in the school. Aggression can be a lifestyle, a series of defense postures, modeling behaviour on T.V. shows, or a form of putdowns which serve to make the aggressor feel bigger or superior. It can be simply a form of attention-seeking. Regardless of the reasons, its effect is to create and/or escalate interactions into problems.

Our message to pupils when potential problem situations arise is that individuals always have a choice about their actions and reactions. They can choose to try and make others feel good or they can attempt a putdown. If they are tripped in the yard they can assume it was an accident and accept an apology or they retaliate. We will support students in making the right choice. Choosing to repeat actions of others (such as tripping, spitting, name calling, punching) and using those actions as an excuse for aggression will not be allowed. Making choices and being accountable is our focus.

All students are accountable for what they say and do. Staff are always available to listen and assist when a student has concerns.

Students are encouraged to seek staff support when there are social problems they cannot solve independently. Students learn the difference between tattling and telling, teasing and bullying, teasing and taunting. Tattling is a purposeful attempt to get someone in trouble. Telling is an attempt to prevent someone from being hurt - either physically or emotionally. Teasing is friendly - a part of positive relationships. Bullying happens when teasing is negative and hurtful and repetitive over time.