



NORTH CAVAN PUBLIC SCHOOL SCHOOL CODE OF CONDUCT

School Mission Statement:

Students, Teachers, Parents/Guardians: Working together to be the best we can be.

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.

It is expected that students shall:

- Attend school regularly, be on time and be prepared for all classes and school activities
- Work to the best of their ability
- Behave in a courteous and tolerant manner towards others regardless of individual differences, e.g. race, gender, language or opinion
- Live and act within the boundaries of behavior necessary to minimize danger to themselves and others
- Act within the limits of the law and not bring to school: drugs, alcohol, cigarettes (matches or lighters) or weapons of any sort (**real or toy weapons**)
- Treat all school property and the property of others with respect and care
- Learn to use self-control when dealing with conflict or confrontation and develop alternatives to physical and verbal abuse
- Act in a manner that is free from abusive or profane language or offensive gestures
- Bullying (physical, verbal, emotional and/or electronic) is not tolerated
- Learn to express emotions in a socially acceptable manner
- Use good manners at all times in the school (e.g., removing hats)

It is expected that staff shall:

- Foster in their students a positive self-image
- Treat students with respect and sensitivity
- Discipline fairly and consistently
- Maintain an environment where all students are able to learn and feel safe
- Communicate on a regular basis with home

It is expected that parents shall:

- Assist their children in developing responsible behavior
- Nurture a positive self-image in their children
- Be an equal partner in the education of their children
- Support reasonable disciplinary measures taken by the staff
- Attend to their children's physical and emotional well-being
- Ensure and facilitate regular attendance
- Communicate relevant information concerning their children's individual needs
- Provide a quiet place, free from distractions, for your child to complete homework.

For more information on any of these areas please do not hesitate to contact the principal at any time.

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 (PED's)

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/> .

Students have been asked to:

- **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 ALL calls while at school.**

As with all items brought to school, the school cannot ensure that items will not be damaged or go missing. The school does not replace missing or damaged items.

Social Skills Programs

Conflict resolution, problem solving and decision making are essential skills that children need to learn to develop into cooperative and successful citizens. We are fortunate at North Cavan P.S. to have an Educational Assistant and a Board Counsellor who assist staff with developing these skills in our children. The following lists some of the social skills programs offered at North Cavan Public School:

- Restorative Practice
- Kelso's Choices (Primary Grades)
- Second Steps (Junior Grades)
- Value, Influence and Peers Program (Grade 6 Students – delivered by the Peterborough Community Police liaison)
- Individual and group instruction
- Conflict Resolution/management support
- School Culture – building initiative

Discipline is a shared responsibility amongst staff, students and parents. Students will be given positive reinforcement, praise and encouragement in recognition of their positive efforts.

Character Education

Character education encourages all members of our school community to be the best they can be. Through intentional teaching of the ten character attributes, staff, students and parents develop a common language in which to interact, communicate and solve problems in a responsible and respectful manner. The ten attributes are:

- Respect
- Responsibility
- Courage
- Empathy
- Optimism
- Fairness
- Integrity
- Perseverance
- Honesty
- Initiative

Each month, our school will focus on one of the ten character attributes. Students are recognized at assemblies for demonstrating the character attributes.

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.
- 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/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.

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.

Skateboards, Scooters, Roller Blades & Heelies

For safety reasons, skateboards, scooters, roller blades, heelies and other wheeled devices are not allowed on school property. Students bring bicycles to school at their own risk. **If parents allow students the privilege of riding their bike to school, it is expected that students will wear a helmet and dismount their bike immediately upon arriving on school property.** Students will bring their own lock to secure their bike to the fence. There is no supervision of bikes on school property. The school will not assume responsibility for stolen or damaged bicycles.

Supervision

Supervision in the school yard by staff begins at 9:00 a.m. and ends at 3:45 p.m. **Parents are asked not to drop off their children outside of these times as they will be unsupervised.** At lunch, students are expected to sit at their own seat, clean their own lunch area and not move about the classroom or the halls without staff permission. They are also expected to keep noise to a reasonable level. If arriving late to school, all students are expected to report to the office before going to class. Students are to remain outside under the supervision of the duty teacher during recess periods. Students need to have permission of the duty teacher to enter the school during these times (e.g. to use the washroom or to get a drink from the water fountain).

Bus Expectations

Student Behaviour

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.

Bus Policy

Students who do not travel by bus to get to school will not be given permission to ride on the bus to go to a friend's house. Parents/guardians will need to make their own transportation arrangements in these circumstances.

Safe Arrival Program

Absences

Safe Arrival is a mandatory program in all Ontario schools. If your child is ill or will not be attending school, please phone the Safe Arrival Program and leave a message. **The phone number is 705-944-5366 ext. 40.** If your child becomes ill while at school, we will attempt to contact parents. If we are unable to reach parents, we will contact the people listed on the emergency contact form to take the child home.

Late Arrival

If your child is going to be late for school, it is necessary for parents to call the Safe Arrival Program and leave a message. Upon arriving at the school, students must report to the office prior to going to their classroom.

School Playground

Families are welcome to enjoy the school grounds and play structures outside of school hours and on weekends, however, **parents are reminded that it is their responsibility to safely supervise their children during these times.**

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, 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.

Consequences

Our goal at North Cavan P.S. is to work closely with students, parents, guardians and the community to provide a safe, caring and restorative environment. Acts of positive character and responsible citizenship are promoted in our school. We strive to have students develop self-discipline and learn to respect others. Our goal for the school is to develop and maintain a positive learning environment. We use firm but fair discipline. Through an approach called restorative practice, the school will focus on repairing the harm caused by hurtful behavior. Those who have acted inappropriately take responsibility for the hurt they have caused and take steps to “make it right” – while victims may have a say in what those steps should include.

We are responsible for the choices we make and the actions or behaviours we exhibit. Consequences for misbehavior will be appropriate to the needs and mitigating circumstances of each individual student. Progressive discipline may be used if an individual continues a pattern of inappropriate behavior.

7.1 Consequences may include one or more of the following:

- discussion/warning
- parental contact
- time outs
- time owed
- restricted privileges (e.g., bus riding, school trips, school teams, recesses, dances)
- apology
- detention
- student behavior contract
- restitution for damages (e.g., paying for damage, doing community service)
- school community service
- referral for board support services
- 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 drugs.
- Being under the influence of alcohol or drugs.
- 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 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)