- **SCHOOL CODE OF CONDUCT - Summary**
- **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.
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- **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.

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• **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.

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• **Safe Arrival**

• - The safety of all of our students is always very important.

• - Safe arrival policy is in place.

• - If your child is going to be away from school, please call and leave a message. If you do not call the school we will phone you to ensure your child is safe. Please note we call all available numbers until we reach someone who can assure us the child is safe.

• - There is an answering machine to take calls before and after regular office hours.

• - If the student returns after the start of the school day, either morning or afternoon, the student must sign in at the office before preceding to class.

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• **Safe Welcome Program**

• In addition to our Safe Arrival Program, the Ministry of Education has recently launched the Safe Welcome Program for elementary schools. This program includes the installation of front

door security systems for most elementary schools. The purpose of these security systems is to increase security of access and allow office staff to be aware of who is in their building at all times. Those entering the school will now be "buzzed" in and directed to start their visit at the office. It will now be imperative that all visitors utilize the school's front door (you cannot drop your child off late and get in through the side or rear doors).

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• **Class Excursions**

• Excursions are an extension of the classroom program. They will meet the curriculum expectations and will include activities which relate directly to the unit of study. A "Permission for Out-of-Classroom Program" form, with parent authorization, is required prior to student participation on an excursion.

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• **Valuables**

• Students are advised not to bring valuable articles such as: scooters, skateboards, roller blades, jewelry, money, cameras (IPods, Gameboys, walkie-talkies, and expensive technology devices to school since we cannot be responsible for their safe-keeping).

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• **Lunch**

• Children are provided with twenty minutes to eat their lunch twice during the day. They are expected to remain in their seats in quiet conversation during these periods. We encourage all children to bring nutritious and garbage less lunches. **Because of severe allergies, our school has a nut-safe environment.**

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• **Indoor Shoes**

• All students are required to have a pair of running shoes, with non-marking soles, left at school for school use, and to be worn at all times.

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- **Walkers**
- Walkers are requested not to arrive before 8:40 a.m., as proper supervision is not available. During rainy or very cold days try not to arrive before 8:45 a.m.
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- **Pediculosis/Head Lice**
- We support families in addressing this health nuisance. Families are encouraged to conduct regular checks to ensure that each child's hair is free of lice and nits. If you find that your family is host to these unwanted guests, please alert the school immediately and proper treatment should take place. Children who have head lice will be re-admitted to class once their hair has been checked and found to be clear of lice and nits.
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- **School Bus**
- Students are asked to observe these simple bus rules for the safety of everyone on the bus:
- - sit properly in your own seat
- - keep your hands and feel to yourself
- - leave all food and drink in your school bags
- - talk quietly to your seat partners
- - listen to the bus driver
- Bus drivers will report students making poor bus choices to the office on a form provided by Transportation. Students will review the appropriate behavior with school staff. Continued poor choices will result in consequences ranging from a time-out, to a loss of privileges and ultimately short term suspension from riding the school bus.
- Board policy does not permit walkers boarding a bus to go home with a friend. Changing buses is also not permitted.
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- **Dress Code**

- Students should dress cleanly and neatly, in a manner that lets them participate fully in school activities. Outdoor clothing, including hats and caps are not worn in class.
- We appreciate your support to ensure that all clothing worn displays no offensive messages, symbols or pictures. Alcohol, drug and tobacco advertisements are deemed inappropriate.
- The midriff and personal undergarments should be covered. Any clothing that is considered immodest by the administration is unacceptable (spaghetti strap tops, short shorts/skirts). Students who are inappropriately dressed will be required to cover up, sent home to change, or be provided with a school t-shirt.
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- **Inclement Weather Days**
- In the event of an emergency when school operations are affected by inclement weather, the following guidelines will be followed: If buses are not running, radio announcements will be made on 94.9 FM, 1350 AM. These stations will keep you updated on deteriorating weather conditions and bus cancellations prior to the beginning of the school day. **The school will remain open when buses are not running.** Please do not call the school to inquire about bus cancellations and/or school closures. This information will be provided by the radio stations and the STSCO website at www.stsco.ca or call 1-866-433-1441.
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- **Use of Computer Network**
- Students who use the school network must abide by the expectations described below.
- Netiquette
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- **Proper school netiquette involves the following DO's**
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- **DO…**

- Use only your account; appropriately use the software, hardware and network utilities you have been assigned to complete school work; cite the source of your information; with the teacher approval and supervision use only teacher designated programs; with teacher approval and supervision, use email only to complete school requirements; clean unnecessary or out-dated files out of your account; print only with your teacher's approval; print only when necessary; only what is necessary; and only when it is ready to be printed.
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- **Character Education**
- Orono Public School places emphasis on Character Education. We will introduce and celebrate at assemblies on a monthly basis, so that the students can apply it to their lives throughout the school year. Character isn't just the kind of person you are. It's the kind of person you decide to be – by the way you choose to act. It's something you can build. Your character is up to you. Some examples of Character Education themes are: Caring, Citizenship, Cooperation, Courage, Fairness, Determination, Good Judgement, Giving, Honesty, Integrity, Leadership, Loyalty, Perseverance, Respect, Responsibility, Self-Discipline, Understanding and Celebration.
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- **Suggestion Box – School Improvement**
- Our suggestion box is ready and has been placed in the front hall. Parents, community members and students may contribute ideas to support school improvement. Small forms have been provided which are placed by the box.
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- **WE LOOK FORWARD TO LEARNING TOGETHER IN 2013-2014.**
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- **Emergency Procedures**
- Orono Public School has emergency procedures in place for both on-site and off-site emergencies. Fire drills and Lockdown drills are

conducted at various times throughout the year and classes have clear direction regarding their procedures for building evacuation. The school will continue to work with Police Services to ensure the most efficient safety procedures. When Lockdown drills are in session, the doors will be locked and a note will be left on the front door to indicate a practice session is taking place. Please wait patiently during these times. Once the drill is over, the doors will then by unlocked.

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• **Communicating and Reporting Achievement**

•   Teachers will communicate regularly with students and parents to ensure they are informed of student progress. This ongoing dialogue between teachers, students, and parents about student achievement will be both informal and formal (e.g. phone calls, notes, emails, agendas, report cards and interviews). School Progress Reports are sent home in November and Term I Report Cards will go home in February, while Term II Report Cards will go home in late June.

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• **Volunteers**

•   All volunteers who interact directly with children are required to provide the Board with a recent police check, including a vulnerable sectors search. In order to begin this process, please come to the school to receive a letter signed by the Principal as it is required at the Police Department.

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• **Student Illness / Accident**

•   When a child becomes ill or is injured during the school day, s/he will be attended to and made comfortable by school staff. Every effort will made to contact parents/guardians (or emergency contacts) to alert them to the child's condition. In the event of serious injury, the school will call an ambulance and then notify parents.

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• **Medications**

•   Although it is preferable to have medication given to a child by the parent, there are exceptional circumstances when students require the administration of medication during the school day. In keeping Board policy, the staff is not allowed to keep or administer any medication to a student without first receiving a form signed by the parent and doctor. This form can be obtained from the school office. A record is kept of all medications administered at school, including those administered by students. This means that no student should have any medications in their classroom or on their person, as all medications must be stored in the office.

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•   **Individualized Emergency Response Plans**

•   Parents of students will potentially life threatening illnesses or medical conditions must complete an individualized response plan package (provided by the office). When creating a new or revising an existing plan, parents and administration will review procedures and sign manually. Please call the office to schedule a meeting time.

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•   **2. School Code of Conduct Responsibilities**

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•   **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.

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•   **2.2 Additional Student Responsibilities**

•   Exercise self-discipline, follow the established rules and accept responsibility for their actions, based on age and individual ability to 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.

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• **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.

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• **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.

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• **3. Standards of Behaviour**

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- **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.
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- **3.2 Physical and Emotional (Psychological) Safety**
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- To protect the physical and psychological safety of everyone at school, we will not tolerate:
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- **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 another circumstances (e.g., online) where bullying has a negative effect on school climate.

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• **4. School Code of Conduct Rules**

• (Every school will include the following rules in its Code of Conduct. The principal, in consultation with the school community, may add rules to reflect the uniqueness of the school.)

• - 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.)
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- • The principal may apply these rules when the pupil's conduct outside school negatively impacts the school.
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- • **5. School Code of Conduct Procedures**
- • (The principal will outline the common practices and procedures of the school. These may include daily routines that affect behaviour; e.g., in classrooms, use of lockers, lunchtime, hall monitoring, playground, buses, attendance, general deportment, etc.)
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- • **5.1 Signage**
- • Signs will be posted directing visitors to begin their visit at the office.
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- • **6. Strategies to Promote Positive Student Behaviour**
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- • **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.

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•   **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.

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•   **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.

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•   **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.

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- **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

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- **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.
- •

- •   **7.3** As required by law, a student **shall be suspended and considered for expulsion** on the following grounds:
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- •   - 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).
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- •   **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.

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•	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)

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•	**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 the Kawartha Pine Ridge District School Board 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).