



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.
- 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 and it will not be tolerated.
- Everyone has a role to play as we work together to prevent, identify, and respond to bullying and exclusion. We are all accountable for our own 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 that 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 of 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.

2. School Code of Conduct Student 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.

2.1 Common Community Member Responsibilities

Every member of the school community has a 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 work cooperatively with each other; and
- Model appropriate behaviour and support the Board Code of Conduct by upholding the standards of behaviour.



2.2 Additional 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, 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

Technology and Personal Electronic Device (PED) Guidelines:

- Technology is to be used for educational purposes only.
- PEDs should be turned off and stored in a locked location in the classroom.
- As directed by an educator, students may use PEDs for instructional purposes.
- Technology is to be used at a workstation to minimize damage (no food or drinks near technology)
- Printing is for school assignments only.
- PEDs are not allowed in the washrooms or school yard at any time.
- Students do not have permission to take pictures/videos/recordings of students/staff with their PEDs or other devices.

When PEDs are used inappropriately, the principal or designate will apply progressive discipline strategies.

- Review expectations with the student
- Storing the PED at the Office
- Parent retrieval of PED from the Office

Where illegal activities take place, schools will involve their local police service.

The school is not responsible for the loss or damage to personal property. Students are advised not to bring valuable articles to school.

Dress Code

A school is a place to study and learn. Students should dress in a manner that is appropriate to school activities with regard to exposure, cleanliness and/or message.

- Students should dress appropriately for physical education activities for safety and hygiene, i.e. running shoes and socks, t-shirt, shorts or track pants
- Students should always wear shoes in the school unless otherwise directed by the teacher. Clothing should not display disrespectful, profane wording, graphics, hate symbols or inappropriate messages relating to race, religion, culture or sexual orientation.

2.3 Additional Teaching Staff Responsibilities

Teaching staff have the additional responsibility to:

- Help students achieve their full potential and develop their self-worth
- Assess, evaluate and report student progress
- Communicate regularly and meaningfully with students, parent(s) or guardian(s)



- 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

2.4 Additional Parent/Guardian Responsibilities

Parent(s)/guardian(s) have the additional responsibility to:

- Attend to their child's physical, social, academic and emotional well-being.
- Show an active interest in their child's schoolwork and progress.
- Communicate regularly with the school.
- Help their child to be neat, clean, appropriately dressed and prepared for school.
- Ensure 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, 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 and comply with federal, provincial and municipal laws
- Demonstrate honesty and integrity
- Respect differences in people, their ideas and opinions
- Treat one another with dignity at all times, especially when there is a disagreement
- 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 or disability
- Respect the rights of individuals and groups
- 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 activities with regard to exposure, cleanliness and/or message
- Respect persons who are in a position of authority
- Respect the need of others to work in an environment of learning and teaching
- Respect the authority of the principal or designate whether personal electronic devices usage compromises or interferes with school security, personal safety, individual privacy or integrity



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 including but not limited to firearms
- Use of any object or means to threaten or intimidate another person
- Causing injury to a person with an object

Alcohol and Drugs

- Possession of or being under the influence of, or providing others with, alcohol, cannabis or restricted drugs
- Possession of any replica drug or alcohol paraphernalia

Physical Aggression

- Inflicting or encouraging others to inflict bodily harm on another person
- Intimidation

Non-physical Aggression

- Emotional, sexual, homophobic or racial actions that hurt an individual or a group of individuals actions that hurt an individual or group, whether intentional or not
- Threatening physical harm, bullying or harassing others
- Using any form of discrimination

Further to these standards of behaviour, all school members are expected to seek staff assistance, if necessary, to resolve conflict peacefully.

Bullying and harassment

Everyone has a role to play as we work together to prevent, identify and respond to bullying and exclusion. 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 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 inappropriate material on a website that may be accessed by one or more individuals.

Bullying adversely has affects 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)
 - Bullying 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 Signage

- Signs will be posted directing visitors to begin their visit at the office.

6. Strategies to Promote Positive Student Behaviour and Progressive Discipline

MCPS has set 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.

6.1 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 of effective, respectful home-school communication.

6.2 Supportive Intervention Strategies:

- "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
- learning and information-sharing to better understand people and situations.

7. Progressive Discipline and Consequences for Unacceptable Behaviour

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

7.1 Consequences may include one or more of the following:

- Restorative practices
- Calling in/Calling Out
- Warnings
- Time-outs
- Time-owed
- Restricted privileges
- 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 engaged in any of the following activities while at school, at a school-related activity or other circumstances that will have an impact on the school climate:

- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol, illegal drugs, cannabis
- Being under the influence of alcohol, cannabis
- 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
- Cyber-bullying includes bullying by any electronic means
- Persistent opposition to authority
- Habitual neglect of duty
- willful destruction of school or Board property
- 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

References:

KPRDSB SAFE, CARING AND RESTORATIVE SCHOOLS: [Discipline/Promoting Positive Student Regulation Code: ES-1.1.1 Behaviour/Code of Conduct](#)

KPRDSB SAFE, CARING AND RESTORATIVE SCHOOLS: [Discipline/Promoting Positive Student Behaviour/Code of Conduct \(Regulation Code: ES-1.1.1A\)](#) Appendix A

Occupational Health & Safety

Murray Centennial PS CODE OF CONDUCT



[Supporting Positive Student Behaviour and Safety for All](#) [HR-4.1.2 Policy Code HR-4.1](#)