

SCHOOL CODE OF CONDUCT

HASTINGS PUBLIC SCHOOL CODE OF CONDUCT

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.

Hastings P.S. is a Safe, Caring and Restorative school which, along with all schools in the Kawartha Pine Ridge District Board, promotes behaviours which encourage and support student learning in a safe and nurturing environment. Hastings P.S. has a tradition of student participation in a wide variety of extra-curricular activities in the form of athletics, the arts, clubs and student government. The academic achievement and tone of our school is one which is to be envied. Hastings P.S. is a school where all students can enjoy success and have a positive learning experience. The following rules and procedures have been created in consultation with students, staff and the Board. It follows the criteria set out by the Ministry of Education to ensure that all students have the best environment and culture in which to study and work.

Rationale

Everyone has the right to be safe and to feel safe, welcome and included at school.

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, volunteers, 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.

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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.

5.2 Signage

- Parents and other visitors are directed by signage at the entrance doors to commence their visit to the school by going to the school office to let the office personnel know they are in the school. This is an important safety practice.
- All school volunteers are expected to use the sign in book located in the office when volunteering at the school. This assists us in knowing who is in the building.

5.3 Dress and Appearance

The Ontario Government has mandated province wide, that School Councils develop dress code expectations for their schools. A review of our existing dress code occurred, with a parent survey sent home in the fall of 2001. Input from that survey has been taken into consideration. As well, other elementary school=s dress codes have been looked at. This dress code becomes part of the Code of Conduct as prescribed by The Ministry of Education.

- Students are expected to dress in neat, clean, modest, inoffensive clothing appropriate for the school atmosphere.
- School is the child's place of learning. Clothing that displays body parts such as navels, cleavage and the midriff or clothing that exposes undergarments will be considered inappropriate. Articles of clothing containing inappropriate messages or graphics are unacceptable. Examples of inappropriate clothing may include, but are not limited to short shorts, sleeveless tops or transparent clothing.
- With the exemption of recognizing religious and/or cultural diversity, hats are not worn inside the building.
- For health and safety reasons, indoor footwear is required in classrooms, the library and the gym. A set of indoor footwear assists with keeping our school clean.
- Clothes appropriate for Phys. Ed. are required. (as age appropriate: i.e. younger students are not expected to change for gym class)

Consequences

- Students will be asked to change or cover offensive clothing
- Students may be excluded form Phys. Ed. And assigned alternative activities

5.4 Attendance Procedures

All students are required to attend school in a consistent and responsible manner. This is required by law. Any student who has been away from school must either bring a note from a parent/guardian explaining the absence or have a message left at the school from the parent/guardian. **Absences**

for "Personal Reasons" will not be accepted without explanation. Late arrivals to school require a sign in by a parent/guardian in the office. We strongly encourage parents to ensure their child/children attend school and arrive on time.

If a student needs to leave the school during the day a note must be provided to the office. Any student wishing to leave during the school day for illness or another appropriate reason must have the permission of the parent/guardian. It is the responsibility of the student to inform teachers of any pre-planned absences. Students who are absent for any reason are responsible for classroom work missed.

5.5 Personal Possessions

The school is not responsible for any articles or valuables brought to school. Students are encouraged to keep valuables at home.

5.6 Electronic Devices

Technology continues to be an active part of the lives of students and staff. The privacy, dignity and safety of others must be maintained through the appropriate use of cell phones and electronic devices both on school property and during off site school events.

Personal Electronic Devices (PEDs), when used appropriately, can provide a safety net for students and staff. In our school community, PEDs are to be used respectfully and conscientiously.

Cell phones, electronic devices, MP3 Players, electronic games etc. should only be at school with the direct permission of the parent/guardian. The school cannot assume responsibility for the cost of lost, damaged or missing electronic devices.

Cell phones and electronic devices should be turned off, powered down and stored out of sight. This means no silent or vibrate mode and no texting.

The use of technology for student learning is a key 21st century skill to enable all of our students to learn and to succeed. Under staff direction, Personal Electronic Devices (PEDs) can be used effectively as an educational resource, support or aid for teaching and learning. There are times when teachers may ask students to use their own personal electronic devices for classroom activities related to the curriculum being studied. This would be the only time that these electronic devices would be used during instructional time. PEDs may never be used in washrooms or change rooms. These guidelines apply to all stakeholders in the school including students, staff, parents, volunteers and visitors. Parents/guardians are asked to not use electronic devices for communication with children during the course of the school day. Please call the school office and we would be happy to get a message to your child or to ask them to come to the phone.

Cell phones and other PEDs should not be used to take photographs without approval of the classroom teacher or Administration. Some individuals do not wish to have their photograph taken, and consent is required before their images (and/or work) may be posted online.

When the use of a PED is inappropriate, the school Principal or designate will apply progressive discipline strategies. Depending on the infraction, strategies may include, but are not limited to the following:

- speaking with the student
- detention
- temporary confiscation
- parental contact
- loss of privilege of bringing the item to school
- possible suspension

5.7 Injury

Any injury incurred on school property or during any school sponsored event, **must** be reported to the main office as soon as possible.

5.8 Skateboarding

Skateboards present a potential safety hazard and are **NOT** to be used on school property or in the school.

5.9 Library and Computer Facilities

Library Use Expectations

The Hastings P.S. Library supports the love of reading, creativity and the use of technology. Students have access to both traditional print material books and on-line resources which include research databases and other new technologies. Students are to ensure that they return signed-out resources on time and follow the "Computer Use Rules". Failure to do so will result in restriction to access the Library and computer facilities.

Computer Use Rules

- Computers are to be used for educational purposes only.
- Computers are not to be used for any illegal activities such as cracking passwords, spoofing, uploading and downloading pirated software, media and pornographic material.
- No downloading of any media or software unless required for a school assignment.
- No installing or running of any software that is NOT part of the school image without TCT permission.
- No hacking, cracking or probing of school systems and networks is permitted.
- No altering system hardware and cables.
- Printing is only for school assignments.
- No food or drinks at any computer station.

5.10 Plagiarism/Cheating

Plagiarism is the misrepresentation of the origin of a piece of work. It is a serious academic offense. This unauthorized, unacknowledged or misleading use of other people's words, work and ideas will not be tolerated and appropriate actions will be taken. Classroom teachers will review plagiarism, academic integrity and related policies. In case of question, the onus is on the student to provide proof of authenticity.

5.11 School Trips

Please remember that school rules apply during these events and that you are always representing the school.

5.12 Bus Travelers

Rules for Traveling on the Bus

- Just as in the family car, the driver's job is to drive safely and this cannot be done if students are misbehaving.
- Ministry of Education regulations state that every pupil is responsible to the Principal of the school for his or her conduct while traveling on a school bus.
- Bus riding is a privilege, not a right. This privilege may be withdrawn if a student's conduct is a threat to the safe operation of the bus or to an individual's safety.
- If a student's bus privilege is suspended, parents are responsible for the transportation of that student.
- Students are expected to get on and off the bus at their own stops. We are required by the Board to ensure that this is enforced. Students are not permitted to ride any other buses.

5.13 Trespassing

Hastings P.S. and its grounds are private property. Please direct visitors to the Main Office. Please do not invite outside friends to visit you during the day. This will avoid embarrassment on everyone's part as outsiders will be asked to leave. Those who do not co-operate will be subject to a charge of trespass laid by the police.

6 Extra-curricular Participation Policy

6.1 Code of Conduct for Hastings P.S. Extra-Curricular Participants

- Open tryouts are held for some athletic teams and extra-curricular activities: students are selected on the basis of ability, dedication and reliability.
- Students who play on a Hastings P.S. team or participate in an extra-curricular activity, have a responsibility to attend every practice and/or game/performance/activity. Students should notify the supervising staff or volunteer in person prior to all activities they are not able to attend
- As a Hastings P.S. extra-curricular participant, students must fulfill the following requirements:
 - **School work must be our number one priority.** Students are expected to meet the requirements of the school's attendance policy. Excessive, unapproved absences may result in removal of participation privileges in consultation with the teacher and the administration.
 - It is the responsibility of the student to communicate with the classroom teacher when they will be away for scheduled absences. Time given to students, as a participants, from classes for an activity must be honored. Students are required to catch up on lessons and assignments missed due to extra-curricular participation.

- Students must co-operate in all aspects of school life and be a worthy representative at all times, as per the school code of conduct.
- Once the commitment to a school team or extra-curricular activity has been made, students must follow through with this commitment. It is unfair to leave a team or group in mid-season
- Accept victory, defeat and success with pride and compassion, never being boastful or bitter.
- Treat opponents, teammates and parents and members of the larger school community with respect at all times.
- Respect the official's judgements and interpretation of the rules.
- Conduct yourself at all times with honour and dignity. Never, under any circumstances, use inappropriate language. That includes in or around all school activities.
- Students who are struggling academically and who are involved in extra-curricular activities will be monitored by the teacher and the administration.

7. Strategies to Promote Positive Student Behaviour

7.1 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.

7.2 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, including

Hastings Public School, 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

7.3 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.

7.4 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.

8. 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.

8.1 Hastings P.S. uses a progressive discipline approach with all students who make inappropriate choices. **Consequences for unacceptable behaviour** may include and is not limited to the following:

- Warnings.
- Timeouts.
- Time-owed.
- Restorative practice.

- Detentions.
- Restricted privileges.
- Making up time with teacher or Administration.
- Restitution (financial and/or community service).
- Suspension.
- Expulsion.

8.2 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, 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.
 - Behaviour includes the use of any physical, verbal, electronic, written or other means.
 - 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.
- 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.
- 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.
- Failing to complete medical immunizations as required by the Public Health Department.

8.3 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 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.

8.4 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)

