



Hillcrest Public School

The school that cares!



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.

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.

Procedures at Our School

Allergies

- We have a nut and scent sensitive environment.
- A number of students and staff have allergies to nuts, eggs, dairy, scents, animals and other allergens.
- Students, staff and visitors are asked to refrain from bringing nuts and nut products to school.
- Soy butter or wow butter products should be clearly labelled so that they are not confused with nut butters.
- Students, staff and visitors are asked to refrain from wearing strong scents at school, and/or on school trips.

Volunteers and Visitors

- All parents, visitors, volunteers and Board staff must enter through the front doors, using the security system and are required to start their visit at our office.
- All parents, visitors, volunteers and Board staff are required to sign in and wear an identification badge.
- Volunteers require a current police record check on file with the school and/or school board.
- Individuals wishing to visit classrooms and/or the yard require permission from classroom teachers and/or the office prior to their visit.
- Pets should not come on to school property without permission from classroom teachers and/or the office.

Drop Off and Pick Up Areas

- The parking lot is the safest area for parent parking. Enter using the north driveway.
- The bus loading zone is for "Buses Only" during bus arrival and departure times (from 8:15 to 8:45 a.m. and 2:45 to 3:15 p.m.)
- Supervision begins at 8:25 a.m. and ends when the buses leave at 3:15 p.m.

Students Signing In/Out

- Students are expected to line-up with their classmates at their designated doors.
- Students who are late coming to school should enter through the front door and proceed to the office to sign in and take a late slip to their teacher.
- Students who will be leaving early during the day require a written note (or message in the agenda) signed and dated by the parent/guardian. Parents/guardians are required to come into the office to sign out students.

Signing Out for Lunch (1:05 – 1:45 p.m.)

- Primary students (Kindergarten to Grade 3) wishing to go out for lunch will need to be picked up and signed out by an adult.
- Junior and Intermediate students who wish to sign out for lunch require written permission from parents/guardians.
- A blanket note for the whole year may be submitted, or families may decide to write a note for each occurrence.

- All notes should be dated and signed, and the student should give the note to the teacher at the beginning of the day.
- By giving permission for a student to leave the property, the parent/guardian is assuming responsibility for the safety and behaviour of the student.
- Arrangements should be made before coming to school.
- Students going off school property for lunch must sign out and back in at the office.
- All food and drink must be consumed before students go onto the yard.
- Students may wait in the lobby to finish their food and/or drink, if necessary. They may not go to classrooms and/or lockers during lunch recess as these areas are unsupervised.

Dress Code for all Students, Staff and Visitors

- Students are expected to dress in neat, clean, modest and inoffensive clothing that is appropriate for the school atmosphere.
- School is the students' place of learning. Clothing that displays body parts such as navels, cleavage or clothing that exposes undergarments will be considered inappropriate. Articles of clothing containing inappropriate messages or graphics are unacceptable.
- Footwear must be tied properly at all times.
- Footwear must be worn on the yard at all times.
- The following restrictions apply:
 - Midsection must be covered
 - Undergarments must be covered
 - Cleavage should not be exposed
 - Shorts and skirts must not reveal any part of the "bottom"
 - Pants with tears may only expose the area that would be exposed if the wearer wore shorts
- With the exception of recognizing religious and/or cultural diversity, hats are not worn inside the building during instructional time.
- 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 and helps to prevent slips and falls.
- Appropriate clothing is required for Physical Education
 - Flip flops and other sandals are not safe for gym
 - Shoes must be properly tied (and secure) for gym activities
- When necessary, the principal or designate will apply progressive discipline strategies depending on the infraction, strategies may include, but are not limited to:
 - speaking with the student
 - asking the individual to change or cover offensive clothing
 - a student may be temporarily excluded from Phys. Ed. and assigned alternative activities.
 - a parent meeting / phone call
 - detention or suspension in unique situations

Personal Property

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

Bicycles, Skateboards and Scooters

- Riders should dismount and walk their bicycles and scooters on school property.
- Bicycles are required to be stored in the bike rack at the front of the school.
- Bicycles should have a lock and helmets are required by law.
- Bicycles and scooters are not permitted on the playground during the school day.
- Skateboards are not permitted to be ridden on any school board property.

Lockers

- Lockers are the property of the school.
- Students in the Intermediate wing will be provided with lockers.
- Locks are recommended and are available for sale and/or rent at the office.
- Students may purchase their own lock, but are advised to purchase good quality combination locks.
- All students are required to provide the combination to the office before installing their locks.
- Students should not use tape or stickers inside their lockers.
- Students should not share their locker combinations with peers.
- Lockers and contents may be inspected by school staff at any time.
- Locks may be cut off at the discretion of the principal.
- Locks purchased and/or rented from the school will be replaced by the school at no additional cost.

Personal Electronic Devices

The use of technology for student learning is a key 21st century skill to enable all of our students to learn and succeed. 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 appropriate use of cell phones and electronic devices at school, 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, MP3 players, electronic games and other electronic devices should only be at school with direct permission of parents/guardians.
- As with other personal property items, schools are not responsible for lost, stolen or damaged PEDs.
- PEDs should be turned off, powered down and stored in backpacks or lockers.
- Under the direction of the teacher, students may use their PEDs for educational activities.
- PEDs are not allowed in washrooms or change rooms.
- When PEDs are used inappropriately, the principal or designate will apply progressive discipline strategies. Depending on the infraction, strategies may include, but are not limited to:
 - speaking with the student
 - confiscating the PED
 - parent meeting
 - detention
 - removal of the privilege to have a PED at school
 - suspension

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.

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.

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.

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

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.
- 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 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).

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)