

Kawartha Pine Ridge District School Board

Administrative Regulation

Regulation Name: Discipline/Promoting Positive Student Behaviour/Code of Conduct **Regulation Code:** ES-1.1.1A

Section: Educational Services **Policy Code Reference:** ES-1.1

Established: May 4, 1998

Revised or

Reviewed: August 27, 2001; January 31, 2008; December 15, 2009;
October 25, 2012; June 25, 2013; July 5, 2013; October 8, 2013;
June 21, 2018;

2.1

2.3.2 empower students to be committed learners in their classroom,
school and community,

2.3.3 incorporate classroom practices, including instructional practices,
that are inclusive, trauma

Appendix A:

3.2.3 Physical Aggression

The following will be addressed:

3.2.3.1 inflicting or encouraging others to inflict bodily harm on another person, and/or

3.2.3.2 intimidation.

3.2.4 Non-physical Aggression

The following will be addressed:

3.2.4.1 emotional, sexual, homophobic, transphobic or racial actions that hurt an individual or a group of individuals,

3.2.4.2 threatening physical harm, bullying or harassing others, and/or

3.2.4.3 use of any form of discrimination.

Further to these standards of behaviour, it is expected that all members of the school community will seek staff assistance, if necessary, to resolve conflict peacefully.

3.2.5 Bullying, by definition, is aggressive and typically repeated behaviour by an individual where:

3.2.5.1 the behaviour is intended by the student to have the effect of, or the student ought to know that the behaviour would be likely to have the effect of:

3.2.5.1.1 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

3.2.5.1.2 creating a negative environment at a school for another individual.

3.2.5.2 the behaviour occurs in a context where there is a real or perceived power imbalance between the student and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social

Appendix A:

3.4.5 if the student does not follow direction around appropriate use of personal mobile devices as requested, they shall be addressed by school administration. Principals have discretion to consider a range of responses, using a bias-aware progressive discipline approach, to address such behaviour.

4. Board Code of Conduct Rules

- 4.1 Students must be allowed to learn.
- 4.2 Teachers must be allowed to teach.
- 4.3 The use of physical, verbal, electronic, written or other means of sexual or psychological abuse (e.g., sarcasm, ridicule, humiliation), bullying, or discrimination and harassment under the protected grounds of the Human Rights Code is prohibited.
- 4.4 Damage to property that falls within the school environment (including school grounds, school buses, on school excursions) is not permitted.

Note: The principal has wide discretion to apply these rules to a student when the student's conduct outside the school environment negatively impacts on the safety of other students, the school culture and the reputation of the school.

5. Board Code of Conduct Procedures

- 5.1 Principals, or their designates, maintain a leadership role in the daily operation of the school and do this by:
 - 5.1.1 demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment,
 - 5.1.2 ensuring accountability for individual behaviour and actions,
 - 5.1.3 empowering students to be positive leaders in their school and community,
 - 5.1.4 communicating regularly and meaningfully with all members of their school community, and
 - 5.1.5 outlining in the school, the common practices and procedures of the school. These may include daily routines that have an impact on behaviour, i.e., in classrooms, the use of lockers, lunchtime, hall monitoring, playground, buses, attendance, general deportment.

- 6.1.3 provide options for Indigenous-centred supports for students who self-identify as Indigenous,
 - 6.1.4 use encouragement, reinforcement, and rewarding,
 - 6.1.5 promote social-emotional skills development,
 - 6.1.6 provide information regarding anger management programs,
 - 6.1.7 utilize peer counselling and conflict resolution,
 - 6.1.8 use of home-school communication,
 - 6.1.9 provide substance use prevention education,
 - 6.1.10 promote mental health and well-being, and/or
 - 6.1.11 teach mental health literacy, coping strategies and how to seek support.
- 6.2 Supportive Intervention Strategies
- Supportive intervention strategies build a culture of understanding and commitment to appropriate conduct through the use of:
- 6.2.1 active listening,
 - 6.2.2 teachable moments,
 - 6.2.3 teaching social-emotion skills,
 - 6.2.4 verbal redirection, reminders and reinforcement,
 - 6.2.5 choices,
 - 6.2.6 restorative practices and other problem-solving techniques,
 - 6.2.7 culturally responsive resources,
 - 6.2.8 interviews/discussion,
 - 6.2.9 school/board/community resources,
 - 6.2.10 outside agencies, and/or

6.2.11 behavioural contracts, where other interventions have proven

- 7.2.5 committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school,
 - 7.2.6 bullying (as per the definition previously provided in this document),
 - 7.2.7 persistent opposition to authority,
 - 7.2.8 habitual neglect of duty,
 - 7.2.9 the willful destruction of school or Board property,
 - 7.2.10 the use of profane or improper language,
 - 7.2.11 conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others in the school,
 - 7.2.12 being involved in a physical altercation,
 - 7.2.13 inappropriate physical contact,
 - 7.2.14 failing to complete medical immunizations as required by the Public Health Department.
- 7.3 In accordance with provincial directives, parent(s)/guardian(s) and students are advised that a student shall be suspended and considered for expulsion on the following grounds:
- 7.3.1 the student commits one or more of the following infractions while at school or engaged in a school-related activity, or in other circumstances where engaging in the activity has had a negative impact on the school climate:
 - 7.3.1.1 possessing a weapon including a firearm,
 - 7.3.1.2 using a weapon to cause or to threaten bodily harm to another person,
 - 7.3.1.3 committing physical assault on another person that causes

7.3.1.7 giving alcohol or cannabis to a minor,

7.3.1.8 bullying, if:

- the student has previously been suspended for engaging in bullying, and
- the student's continued presence in the school creates an unacceptable risk to the safety of another person.

7.3.1.9 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, parent(s)/guardian(s) and students are advised that the following additional infractions may result in a suspension and may be considered for expulsion:

7.4.1 the student commits an infraction in the school community, and the infraction has an adverse effect on the school,

7.4.2 the student's pattern of behaviour is so refractory that the student's presence is injurious to the effective learning environment of others,

7.4.3 the student has engaged in activities that:

7.4.3.1 cause the student's presence in the school to be injurious to the physical or emotional well-being of other students or persons in the school, and/or

7.4.3.2 caused extensive damage to school property at the student's school or to property located on the premises of the student's school.

7.4.4 the student demonstrated, through a pattern of behaviour, that the student has not prospered by the instruction available, and that the student is persistently resistant to making the changes in behaviour which would enable the student to prosper.

8. Board Code of Conduct Expectations – Staff

Should staff members contravene the Board Code of Conduct, consequences will follow related Board personnel policies, and professional standards.

