

MERWIN GREER PUBLIC SCHOOL CODE OF CONDUCT

Discovering: Friendship, Respect, Learning



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

Character Development at Merwin Greer

Character makes a Difference at KPRDSB! Merwin Greer engages in actions that support character development within our community. These 10 attributes set the basis for standards of behaviour for everyone in our school, including students, staff, volunteers and visitors.

Respect	Responsibility	Honesty	Integrity	Empathy
Fairness	Initiative	Perseverance	Courage	Optimism

Visitors

Visitors will buzz to enter the school through the Safe Welcome Program at the front door. All visitors must report to the office before proceeding to other parts of the school. As our goal is to provide a safe secure and productive learning environment, classes will not be interrupted while in session, unless it's an emergency.

Volunteers

Volunteers provide additional human resources to enhance the educational experience of our students. All volunteers must have a valid police check on file at the school, which must be renewed annually through the police station. Volunteers are also required to sign in and out at the main office and to wear an identification badge while in the building or on the school grounds.

Attendance

Regular attendance and arriving on time are critical for student success and safety. In order for children to receive the greatest benefit from the school, it is important that your child attend school daily. Frequent and/or lengthy absences may affect student achievement. Likewise, being late is disruptive to other students and causes difficulty with organization and learning. Your effort to ensure punctuality is appreciated. Students with numerous absences or lates will be referred to the School Board Attendance Counsellor for support.

Safe Arrival Program

If your child is to be late or absent, please call the school (905-372-3571) press extension #40 before 8:20 a.m. A message may also be left at the school answering service, which is connected 24 hours a day. Please state your child's first and last name, teacher, and reason for the absence. If the school has not been contacted to inform us that your child is not at school, or if the reason for the absence is not known, parent(s) will be contacted to ensure student safety.

Arrival and Departure

Students are requested to time their arrival with the start of yard supervision at 8:10 a.m. and not earlier. Students are expected to remain on the yard before school, except during inclement weather or with permission from the teacher. The entry bell rings at 8:25 a.m. Students who arrive late must sign in at the office and receive a late slip prior to entering their classroom.

Please be advised that students will only be permitted to leave the school (other than regular dismissal times) when picked up by a parent/guardian. If your child is being picked up by a relative or friend, a note signed by the parent/guardian must be provided.

Dismissal time is 2:45 p.m. Parents/guardians/caregivers are asked to wait outside for their child to be dismissed at bell time. Students will exit to the playground via their designated doors. Students are not to exit out the front doors. It is dangerous in the parking lot. Students who walk home are to go directly home after dismissal. Bus students are expected to go directly to the Kindergarten yard (west side of school) to wait with the supervisor for their bus. Students who are being picked up by a parent are to go to the Kindergarten yard where they will wait with the supervisor until they are safely dismissed after busses have gone.

Idle Free Zone

Merwin Greer PS is an "Idle Free" school. To protect the respiratory health of our staff and for environmental reasons, we ask that you turn off your car, delivery vehicle, or bus, when waiting for more than 30 seconds.

Equity and Inclusivity

Merwin Greer Public School is committed to realizing the promise of diversity and we share the vision of an equitable and inclusive education system.

Our Vision Statement: Student Version

Merwin Greer is a little school with lots of spirit,
where everyone belongs.
No matter...
How we believe or,
what language we speak;
No matter...
how we learn, or
how we grow;
No matter...
how we live, or
how we love.
We respect our differences and by doing so, we create
a school community that is
a welcoming place for everyone.
Merwin Greer is a place where everyone belongs.

Our Vision Statement: Community version

Merwin Greer is committed to welcoming all persons
because we recognize the value of diversity
to our unique school community.
We promote excellence
through equity in building a community
of students, educators and families,
that honours the rich diversity
of the world in which we live.
We welcome our community partners to join us
in creating a vibrant, inclusive and accepting school environment.

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 Merwin Greer 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 (including clubs, groups or activities with the name Gay-Straight Alliance or GSA).

Student Illness/Accident

When a child becomes ill or is injured during the school day, the child will be attended to and made comfortable by school staff. Every effort will be made to contact parents/guardians (or emergency contacts) to alert them when their child's condition so that they can take the child home or seek medical services. In the event of serious injury, the school will call an ambulance and then notify parents.

Student Emergency Response Plans

Parents of students who have a medical condition that could be life-threatening or dangerous (e.g., allergies, diabetes, heart condition, epilepsy) are to contact the office to ensure that a safety plan is put into place. These plans will be communicated regularly to all staff to heighten awareness of these individual students and their safety needs, and are updated annually.

Medications

Staff may only administer medication to students for whom a medical authorization form has been completed and signed by a doctor. Approved medications with accompanying authorization forms must be kept in the office.

Bus Routines

Riding to and from school is an important part of the school day. It is imperative that you follow rules on the bus and remember that the bus driver is in charge. Please note that students are to ride only on the buses to which they are assigned. Students may not change buses or ride home on a friend's bus. Upon arrival at school, students are to move directly to the supervised school yard and remain on school property.

On inclement weather days, any school bus delays of more than twenty minutes, all bus cancellations and any early departures will be reported on radio station CHUC 1450 AM. The most effective way to quickly check on the status of your bus route is to visit the STSCO website. Board policy states that if buses are cancelled in the morning due to weather conditions, they will not run in the afternoon. This means that if parents/guardians make a decision to transport their children to school on an inclement weather day, they must be available at dismissal time (3:40) to pick up their children.

Bus rules to be followed to ensure the safety of all children:

- Be at the bus stop 5 minutes prior to the arrival of the bus.
- Stand at a safe distance from the curb in line while waiting to board the bus.
- Be respectful of others. Don't push when boarding or leaving the bus.
- Always remain seated.
- Open windows with the driver's permission and keep heads, hands, and arms inside the bus.
- No eating and drinking on the bus.
- Respect the bus driver and follow his/her instructions.
- Respect bus property as if it were your own.

Students who do not follow driver directions to meet safe bus travel rules, may be suspended from the bus as per board policy.

Dress Code

Students are expected to be clean and wear clothing to school that is appropriate for our school environment. A well-groomed appearance demonstrates a sense of self-worth, self-respect and an awareness of personal hygiene. Sunglasses, hats and hoods are not to be worn inside the school. Beach wear, bare midriffs, shorts or skirts that are deemed to be too short for school and excessively tight, sheer or revealing clothing are not acceptable for any students. Muscle shirts with uncovered shoulders and spaghetti-strap tops are not permitted – please ensure shoulder straps are at least 4 cm wide. Under garments must not be visible. Clothing which displays any of the following is unacceptable:

- alcohol, obscene language/images
- illegal substances, sexist, racist or discriminatory language/images
- violent or gang-related language/images, or
- language /images which are demeaning (put-downs).

Students wearing inappropriate clothing will be given possible choices, depending on the situation:

- Turn the offensive clothing inside-out
- Change into gym clothing
- Borrow something to change into from a friend
- Call home to arrange for a change in clothing.

Indoor shoes suitable for wearing in the classroom (clean, non-marking soles, flat) are required. Since proper athletic running shoes are required for participation in Physical Education and Daily Physical Activity, it is advised that students indoor shoes are athletic (not fashion) running shoes with non-marking soles.

Participation in physical activity and outdoor play is encouraged at recess. Students should dress appropriately for the weather to enjoy time outdoors with friends. In the case of inclement weather, students will be supervised indoors.

Lunch and Snack Programs

Merwin Greer is a *Healthy School* which includes a commitment to promoting healthy eating practices and policies. When packing lunches, remember that the school has a balanced day. There is a morning nutrition break at 10:05 a.m. and an afternoon nutrition break at 12:25 p.m. Students are encouraged to bring healthy food that follows Canada's Food Guide to help them learn.

Our school is committed to being environmental citizens. We have instituted a "Boomerang Lunch Program" to raise awareness of environmental issues. One of these issues is the balance between convenience and the use of unnecessary and environmentally unfriendly packaging. The Garbage-Free Policy is outlined below:

- Parents are encouraged to pack their child's lunch so that they do not contain any garbage. (e.g., use reusable containers)
- Packaging for snacks and other non-compostable garbage will be sent back home with children.
- Food will be eaten during in school and nutrition breaks prior to outdoor recess.
- Students are encouraged to place food waste in compost bins.

Supervision is provided in classrooms for students who remain at school for nutrition breaks. If your child goes home for lunch, a note from the parent is required. Students who are able to go home for one of the nutrition breaks, daily are encouraged to enjoy the opportunity for a hot nutritious meal. Students who remain at school will remain seated to eat lunch in their own classroom or designated classroom.

In conjunction with "Northumberland Food for Thought", Merwin Greer provides healthy nutritious snacks to promote healthy eating practices, and access to healthy breakfasts to any student requiring food. Throughout the morning, students will have access to healthy snacks from a "snack bin" in their classroom. There will also be a central snack program in the hall that is available at second nutrition break (12:25 p.m.)

Lunches are regularly available for purchase on designated days. Information about purchased lunches is sent home monthly. When buses are cancelled, no food will be delivered to the school. Please bring a lunch from home when buses are cancelled. Please be aware that lunch orders cannot be stored at the school during occasions when your child is absent or on a field trip. Thank you for your support

Milk is available for purchase during morning nutrition break. A Milk Ticket for 10 cartons (250mL each) can be purchased for \$7.00 from the office. Individual milk cartons may also be purchased each day for \$.75.

Anaphylactic Allergies

This is a nut-safe school. Food that contains or may contain nuts is prohibited at school. There are students with life-threatening allergies to nut products. Check labels on packaged foods. Do not send peanut butter or any food that may have been in contact with nuts. Keep all students safe at school.

Scent Sensitive Environment

Perfumes, body sprays, and other scented hygiene products are discouraged. Scented products can cause allergic reactions including headaches. Please refrain from wearing any scent when visiting or attending our school.

Computer Resources

Internet Access is available to staff and students. While the School Board has put into place precautions to restrict access to controversial sites, it is not possible to guarantee that the unexpected will not pop up or be deliberately accessed. Therefore students are expected to use all computers in a safe and courteous manner for the gathering of information, presentations and communications. Students shall not access or attempt to access websites which contain inappropriate audio, text or other visual material. Language used on the network must maintain the standard expected of any language used at school. The school's computers are not available for students to access personal e-mail accounts or to send e-mails unless authorized to do so by a teacher for school related activities. All computers and related equipment are fragile and expensive. Students are expected to follow directions for responsible and careful usage. Inappropriate use, vandalism and/or sabotage will result in immediate cancellation of network user privileges, disciplinary action and cost recovery measures.

Social Networks/Internet

Internet accessed social networking sites often do not have a clear educational objective. They are set up so that several users can read and post contributions at the same time. These chatrooms are not censored or monitored, and because of the anonymous nature of the communication, there is concern that chatrooms may be used to exert undue and inappropriate influence over young people. At home, parents are urged to supervise internet use closely, especially social networking exchanges. It is recommended that the computer be used in an open, visible spot. Students must not use electronic communications in any form to create rumours, post inappropriate text, or to cyberbully others. This can have an impact at school which will be dealt with appropriately and may involve the police.

Personal Electronic Devices (PEDs)

Cell phones, iphones, ipads, ipods, MP3 players, handheld computers games are not to be visible at school unless approved by the teacher for instructional purposes. PEDs may be taken by the staff and stored in a locked location in the main office if they are visible or being used during class time without permission. Any PEDs brought to school are the student's own risk. All image capturing devices (e.g., cameras and phones) are not permitted to be used at school unless supervised by and with permission of staff.

Wheels on School Property

For safety reasons, the use of bicycles, scooters, in-line skates, skateboards, shoes with wheels or any other wheeled apparatus (except for those used for accessibility purposes, e.g., wheel chair) are not permitted on school property until all students have left the school yard at 3:15 p.m. Bicycles must be walked while on school property including the parking lot, stored in the racks provided and should be locked. Skateboards and in-line skates used to get to school must be carried on to school property and stored in the space designated by the staff. Students are reminded that they are responsible for wearing a helmet.

KPR Assessment, Evaluation and Reporting Guidelines

Assessment is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course and the learning skills and work habits.

Evaluation is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of instruction.

Our teacher practices reflect:

- use of equitable practices and procedures that meet the needs of all students and may not necessarily be the same for all students;
- assessing, evaluating and reporting on the achievement of curriculum expectations and the demonstration of learning skills/work habits separately;
- gathering evidence of student achievement for evaluation collected over time in the form of observations, conversations and student products to inform professional judgement;
- determining the final grade on a student's report card using professional judgement and interpretation of evidence that reflects the student's most consistent level of achievement, with special consideration given to more recent evidence. The averaging of marks is not the sole determinant of a final grade.

Students must:

- be responsible for their behaviour in the classroom and for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in the form approved by the teacher.

Learning Skills and Work Habits:

Responsibility, Organization, Independent Work, Collaboration, Initiative, Self Regulation

Learning skills and work habits will be intentionally taught, assessed and evaluated separately from the curriculum. They are strong indicators of potential successes and difficulties.

Late & Missed Assignments for Evaluation:

The teacher will clearly indicate the due date for completion of an assignment for evaluation and the success criteria for the assignment. A number of strategies may be used to help prevent and/or address late and missed assignments. Teachers will use a variety of strategies before considering deducting marks or ultimately assigning a mark of zero. A missed assignment for evaluation is one that is not submitted or completed. The teacher will clearly indicate the due date for completion of an assignment.

Before an assignment can be considered missed:

- the student must be given an opportunity to explain the missed assignment
- students and parents must have been informed of the impending missed assignment and the consequences for missing the assignment. If marks are deducted on an assignment for evaluation, teachers will ensure that mark deductions will not result in a final percentage grade that misrepresents the measurement of a student's attainment of the overall learning goals.

Cheating and Plagiarism:

Academic honesty is a cornerstone of student learning. Cheating and plagiarism are academic dishonesty; both are forms of lying and they are a serious academic offense. Cheating is dishonest behaviour or attempted dishonest behaviour during tests, examinations or in the creation of assignments for evaluation. Plagiarism is using words, numbers, graphics, photos, music, ideas or any work of another as one's own without proper referencing. Students must always acknowledge others' work (writing, ideas, graphics, data, music, etc.) by citing sources, even those from the internet, correctly. If a principal determines that a student has cheated or plagiarized, there will be a continuum of behavioural and academic responses and consequences based on the grade level of the student, the maturity of the student, the number and frequency of incidents and the individual circumstances of the student. Remediation and/or consequences for students found to be plagiarizing or cheating may include: re-doing the assignment, completing an alternate assignment, informing parents, demonstrating their understanding of plagiarism or cheating, and/or loss of marks on the original assignment for evaluation.

Code "I" in Grades 1-8:

"I" is a code used in Grades 1-8 by teachers when, in their professional judgement, there is insufficient evidence of student achievement on overall expectations to determine a final grade. This may happen, for example, if a student recently moved schools or had an extended illness. Students who receive "I" on the final report card will not receive a mark for that subject area.

Communicating and Reporting Achievement:

Teachers will communicate regularly with students and parents/guardians 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, 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.

For more information about Kawartha Pine Ridge District School Board's policy supporting Assessment, Evaluation and Reporting see this link:

<http://kprcontentlibrary.kprdsb.ca:8080/docushare/dsweb/View/Collection-55>

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 another circumstances (e.g., online) where bullying has a negative effect on school climate.

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.)

The principal may apply these rules when the pupil's conduct outside school negatively impacts the school.

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 department, etc.)

5.1 Signage

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

6. Strategies to Promote Positive Student Behaviour

- Prevent, Teach, Reinforce
- Restorative Practice and Restorative Classrooms
- Healthy Schools – Supportive Learning Environment

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.

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)