

SCHOOL CODE OF CONDUCT

The Burnham School

“Learning While Caring”

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.

PARENT INFORMATION: Procedures at our school

Signing In/Out Routines: Students are to remain on school property from the time they arrive at school to the time they leave at the end of the day.

Exceptions:

- 1) Students who have returned a signed permission form allowing them to go home for lunch (2nd nutrition break) each day during this school year. (These are distributed in September.)
- 2) Students who bring in a note from a parent/guardian stating they have permission to go home for lunch on a specific day or that they have an appointment that day. This note should be brought to the office at the beginning of the school day and the student should sign out. If/When the child returns to the school after lunch or an appointment they must remember to sign back in at the office.

Students are never to leave the school property without permission. It is very important that the school knows where all of the students are at all times!!!!

Safe Arrival Program: In order to fully benefit from education, regular attendance and punctuality is required. Absences and lates must be reported to the office **(905) 372-7014** (you may leave a message 24 hours a day) by the student’s parent or guardian. During school hours, please call the school or send a note (on a separate piece of paper) for our records. Before or after school please leave a message. If your child is absent and we have not been notified, we will call you at home or your place of business; however this is very time consuming for us and disruptive at your workplace. As such, we encourage you to write a note or leave a message. We need to ensure that your child is safe, and we ask that you help us by letting us know in advance of appointments and absences. Late students must sign in at the office and get an admit slip before going to class.

If you are dropping your child off at school in the morning please be reminded that yard supervision does not begin until 8:40 a.m.

Visitor's Policy: All visitors, **including parents/guardians**, are required to report to the Main Office upon arrival at the school and sign in. For your child's safety it is important that we know the identity at all times, of all the adults who are in our school. If you are dropping off your child's lunch, forgotten homework, etc. please leave them at the office. The secretary will ensure that necessary items are given to students in a timely manner, with minimal disruption to program.

Inclement Weather and Bus Cancellations: Should buses be cancelled due to inclement weather in the morning, it is important to remember that the school remains open and parents may drop off their child(ren). However, once buses are cancelled, they will not do their afternoon runs even if the weather clears, so parents will need to make arrangements to have their child picked up. Bus information is posted at www.stsco.ca and announcements are made on 93.3 FM or 107.9 FM.

Criminal Records Checks and Vulnerable Sector Screening : It is wonderful to have so many parents/ guardians wanting to volunteer in our school each day! We greatly appreciate all of your help!! Board Policy does require that all school volunteers (e.g. trip chaperones, parent drivers, hot lunch helpers, classroom helpers, pediculosis volunteers, etc.) receive a Criminal Records Check and Vulnerable Sector Screening. These must be completed **every year**. If you have already completed a record check from the police department, please submit it to the school as soon as possible as we need to have this information on file. For those that are still waiting to receive their information from the police department, please bring it in to the school as soon as possible.

Medication: All medication required by students must be kept at the office. A medication form must be completed annually, by the physician and parents, and kept in the office.

!Allergy Alert! *Nut Safe School*: We do have students who have a very serious allergy to nuts. We are asking for your support and co-operation in refraining from sending nuts or nut products to school. The school will be continuing these accommodations as we need to maintain the safety of these students by ensuring that they do not come in contact with surfaces with nut products on them (e.g., a door handle touched by someone with peanut butter on his/her fingers, water fountain handles, etc.) **Your help and support in promoting a safe environment at our school is gratefully acknowledged!**

No Dogs Allowed!: Please keep your dogs at home. Leashed or not - do not bring them on school property. Many students are afraid of or allergic to dogs. Keeping dogs off the property also saves a lot of mess and aggravation. Thank you for helping to keep our school yard clean and safe for the students.

Class Trips and Excursions: Throughout the school year, as part of our regular program, students leave the school site to go on trips. Some excursions may be community walks, while others are more distant and require transportation by car or bus. When students are transported by car or bus, a form will be sent home outlining the event requiring a "permission for out of classroom program form" to be completed by a parent and returned to the teacher. For a student to participate, a completed consent form must be returned. We regret we are unable to accept verbal permission, and will not phone parents to acquire permission on the day of the event.

Trustees: If you have any questions or need information about Board decisions, please feel free to call your area Trustee. Trustees make policy decisions on your behalf. They are there to listen.

Jaine Klassen Jeninga 905-349-3008

Gordon Gilchrist

905-342-2194

Safe and Acceptable Use of the Computer Network: Students of Kawartha Pine Ridge District School Board develop computer skills that will assist them to be life-long learners. Word processing, database, spreadsheet, presentation and reference software may be used across the curriculum. Electronic mail with our Board may be taught, and internet access may be provided when appropriate. Before e-mail and/or internet access are granted to students, an additional agreement will be provided.

Each student will have their own account on the computer network when appropriate. This account will be accessed by a school-generated user name and each account will be protected by a password. A computer account is a privilege for a student. Teachers and principals can examine all files in any user account, just like checking other assignments, and will remove files if necessary.

All students are expected to use our computing resources in a responsible manner that respects the rights of all users. Working on a computer network is like living in a community. All users are affected by what their fellow users do. Acceptable use of a computer network is called netiquette.

Netiquette

Proper school netiquette involves the following: **Do...**

- Use only your account.
- Appropriately use the software, hardware and network utilities you have been assigned to complete your school work.
- With teacher approval and supervision, use only teacher designated programs.
- With teacher approval and supervision, use e-mail only to complete school requirements.
- Cite the source of your information.
- Print only with your teacher's approval.
- Print only when necessary; only what is necessary and only when it is ready to be printed.

Personal Electronic Devices (PEDs): PEDs are wireless and/or portable electronic handheld equipment that include, but are not limited to, existing and emerging mobile communication systems and smart technologies (cell phones, smartphones, walkie-talkies, pagers, etc.), portable internet devices (mobile managers, mobile messengers, Blackberry handsets, etc.), Personal Digital Assistants (PDAs), handheld entertainment systems (video games, MP3 players, iPods, etc.), digital or film cameras, digital or analogue audio recorders or video recorders (tape recorders, camcorders, etc.), spy gadgets (spy cameras, covert listening devices, etc.) and any other convergent communication technologies that do any number of the previously mentioned functions. PEDs also include any current or emerging wireless handheld technologies or portable information technology systems that can be used for word processing, wireless Internet access, image capture/recording, sound recording and information transmitting/receiving storing, etc.

Students are advised that: all personal electronic devices (PEDs) are to be powered-off and stored away (e.g., in backpacks, in lockers) during instructional time. Instructional time is defined as time spent in the classroom, in assemblies and in other school-related activities; however, there are exceptions to this expectation. For example, students may use personal electronic devices if they are an identified support for their learning (e.g. part of an individual education plan or an accommodation supported by the classroom teacher/principal or designate). Students may also use PEDs if they have the permission of their classroom teacher.

Cell phones are not to be used at any time while on school property during the instructional day. If a student requires the use of a phone while at school for academic reasons or emergencies, they will be permitted to use the office phone. There are other instances where students may use PEDs, including school sporting events and some school-sanctioned activities such as school trips or co-curricular events. Teachers will notify students if PEDs are permitted during these activities. It is important to note that any photos taken during these activities are not to be posted on the Internet, in the public domain or via any other medium accessible to the public, in accordance with government legislation. Students may also use PEDs appropriately in areas and at times designated by the school principal. At no time will PEDs be used in washrooms or change rooms or in any other location where a person would have a reasonable expectation of privacy.

Where violations in expectations occur, consequences will follow progressive discipline guidelines and may result in a range of responses that align with both Ministry and Board policy. When infractions are repeated and ongoing, consequences can range from being asked to turn in the PED to the school principal, to removal of a student's privilege to have a personal electronic device at school up to and including suspension and expulsion.

Ultimately, it is at the discretion and authority of the principal (or designate) whether PED usage compromises or interferes with school security, personal safety, individual privacy or academic integrity.

Students should also note that the Board and its schools are not responsible for lost, stolen or damaged personally-owned PEDs.

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
- respect persons who are in a position of authority
- respect the common goal to work in a positive environment of learning and teaching.
- dress appropriately with regard to exposure, cleanliness and message

School Dress Code

- Students will dress appropriately for the school environment. Adherence to dress code is one way of keeping the focus at school on learning. Please check your children before they leave for school to ensure that their clothing complies to the dress code in that students will dress appropriately for the school environment. This includes:
- shorts/skirts need to be long enough that when the student's arms are at his/her side the base of the middle finger is at or above the base of the short/skirt.
- clothing which covers shoulders to mid-thigh; midriff is covered
- no spaghetti straps, no muscle shirts, no clothing advertising inappropriate products or messages including alcohol, tobacco, drugs or profanity, putdowns
- undergarments cannot be exposed
- no hat/bandanas in the building

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)