



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

ADMINISTRATIVE REGULATION

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

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

Established: May 4, 1998

Revised or

Reviewed: January 23, 2001; January 31, 2008; December 15, 2009; October 25, 2012;
June 21, 2018; June 20, 2023

1. OBJECTIVE

This administrative regulation is written in accordance with the guiding principles in Board Policy ES-1.1, Safe and Caring Schools. The goal of this administrative regulation is to foster safe, inclusive school environments, and positive, caring relationships with students, staff, families and communities.

2. DEFINITIONS

Administrative Regulation

A document issued through the Director of Education, governing the implementation of a Board policy, or required to coordinate and control certain aspects of system operations.

Board

The corporate Board which maintains the daily operation of the system; Kawartha Pine Ridge District School Board; a reference specifically pertaining to Kawartha Pine Ridge District School Board as a legal entity; also referred to as KPR or KPRDSB.

Bullying

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.

Expulsion

The removal of a student from school for an indefinite time. An expulsion does not have a time limit. Students who are expelled from school must be: provided with opportunities to continue their education, and offered non-academic supports, such as counselling, to help promote positive behaviours.

Harassment

Based on any prohibited ground(s) identified in the Human Rights Code, engaging in a course of vexatious comments or conduct that is known or reasonably known to be unwelcome, unwanted, offensive, intimidating, hostile or inappropriate and includes sexual harassment.

Human Rights

Human Rights pertains to Ontario law that grants every person with a right to equal treatment with respect to services, goods, and facilities without discrimination where one or more of the 17 protected grounds (as stipulated in the Human Rights Code) is applicable. Human Rights pertain specifically to Code-based complaints and will always be handled according to Board Policy B-3.3, Human Rights: Code-Based Discrimination and Harassment and corresponding administrative regulation.

Mitigating and Other Factors

Circumstances that must be considered by the board and school principals in situations involving suspension and/or expulsion of a student, as required by the Education Act and as set out in Ontario Regulation 472/07.

Physical Assault

When a person directly or indirectly applies force intentionally to another person, or who attempts or threatens to do so.

Positive School Climate Team

A school-based team whose focus is on building and maintaining a positive school climate and raising student and staff well-being using data-informed and evidence-based strategies.

PPM

Policy and Program Memorandum

Progressive Discipline

Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours.

School Climate

School climate relates to the learning environment and relationships in a school and school community. A positive school climate exists when:

- everyone in the school community feels safe, included and accepted,
- everyone actively promotes positive behaviours and interactions,
- equity and inclusive education are embedded in the learning environment, and
- there is a culture of mutual respect.

Suspension

A suspension means a student is removed from school temporarily for up to 20 school days. During this time, the student cannot attend or take part in regular school activities or events and is provided an opportunity to continue their learning.

3. APPLICATION

This administrative regulation applies to all Board employees, students, parents/guardians, visitors and volunteers.

4. RESPONSIBILITY

Responsibility for this administrative regulation is as outlined in Board Policy ES-1.1, Safe and Caring Schools.

5. PROCEDURE**5.1 Guiding Principles**

- 5.1.1 Welcoming and engaging school environments lead to positive student experiences, especially when families and communities are intentionally involved.
- 5.1.2 Safe and caring schools, both physically and psychologically, are a critical element to successfully nurturing positive student experiences.
- 5.1.3 All inappropriate student behaviour must be addressed.
- 5.1.4 Responses to behaviours that are contrary to the Board's Code of Conduct for students must be developmentally appropriate, based on the age and stage of each individual student.
- 5.1.5 Progressive discipline is an approach that makes use of a continuum of prevention and awareness programs, interventions, supports, and consequences, building upon culturally responsive, trauma-informed strategies that promote healthy relationships and positive behaviours.
- 5.1.6 When determining interventions, supports, and consequences, a student's lived experiences and intersecting identities must be considered.
- 5.1.7 In conjunction with 5.1.6, when determining interventions, supports, and consequences for a student with special education needs, the information in the student's Individual Education Plan (IEP) must be considered. Consideration must also be made for the information in a student's Safety Plan or Wellness Plan, regardless of an IEP, if applicable.
- 5.1.8 The Board and school administrators, must consider all mitigating and other factors, as required by the Education Act and as set out in Ontario Regulation 472/07.

- 5.1.9 The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate, based on the age and stage of each individual student, and must include learning opportunities for students to reinforce positive behaviours and make positive choices.

5.2 Promoting Positive Student Behaviour

Promoting student safety and well-being is accomplished through building a culture of caring and by taking a meaningful, culturally responsive, culturally competent and consistent approach to promoting a positive school climate. All Board staff play a role in promoting positive school climates. Strategies that promote positive behaviour:

- 5.2.1 see all students as capable learners while maintaining high expectations for each child,
- 5.2.2 embody trauma-informed, culturally relevant and responsive practices that are applied consistently to achieve effective results,
- 5.2.3 are centered around human rights and ensure equitable and inclusive learning and working environments,
- 5.2.4 are reflective of students' lived experiences and identities,
- 5.2.5 focus on building meaningful relationships where well-being and engagement are centered,
- 5.2.6 engage and empower students and families to share their voice and experiences,
- 5.2.7 explore and value Indigenous knowledge, culture and perspectives,
- 5.2.8 are delivered using open, transparent communication that is reflective and responsive, and
- 5.2.9 support mental health and teach social-emotional skills for personal well-being.

5.3 Positive School Climate Team

- 5.3.1 The Positive School Climate Team is to be composed of:

- at least one student,
- one teacher,
- one parent/guardian,

- one support staff member,
- one community member, and
- the principal.

5.3.2 An existing committee, such as the School Council, may take on this role.

5.3.3 The Chairperson of this team must be a staff member of the school.

5.3.4 This team should meet at least four times each year. Principals should consider the availability of those members who are not Board employees when setting meeting times.

5.3.5 The purpose of this team is to analyze school data, develop strategies focused on resolving issues and improving school climate, and incorporate these actions into the school improvement plan.

5.3.6 Sources of data will include information from the School Climate Survey which is conducted by the Board every two years. The Positive School Climate Team may also use school-based surveys and focus groups in order to measure progress toward identified school improvement goals.

5.3.7 This team should use a variety of resources when determining strategies to build and maintain a positive school climate. These include, but are not limited to, resources available from:

- the Commissioner's Office of Human Rights, Equity and Accessibility,
- the Equity, Diversity and Inclusion department,
- the Indigenous Education department,
- the Mental Health and Well-Being department,
- the Safe and Caring Schools department,
- the Special Education department, and
- the Teaching and Learning department.

5.4 School Code of Conduct

5.4.1 Standard and required elements for each school Code of Conduct shall be consistent with the Ontario Code of Conduct, and the Board's Code of Conduct for Students, implemented to establish a consistency of expectations across the Board's jurisdiction. The elements and standard format are provided in Appendix A.

5.4.2 Each school Code of Conduct shall state:

- 5.4.2.1 the strategies and consequences will promote self-discipline and good citizenship and, in the case of consequences, will promote a positive change in behaviour;
- 5.4.2.2 clearly, the rights and responsibilities with regard to acceptable and unacceptable behaviour for all members of the school community;
- 5.4.2.3 that the use of any physical, verbal, electronic, written or other means of sexual or psychological abuse (e.g., sarcasm, ridicule, humiliation), bullying, or discrimination (e.g., race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability) is unacceptable and shall be addressed;
- 5.4.2.4 that damage to property in the school environment (including school grounds and school buses) is unacceptable; and
- 5.4.2.5 clear, fair, and logically related consequences for unacceptable behaviour.

5.4.3 When developing or reviewing the school Code of Conduct, the principal shall consider the views of school council and should seek input from students, staff, and parent(s)/guardian(s), and other members of the school community. It must be communicated regularly to all members of the school community to ensure awareness. Principals shall establish a communication plan by which students will be advised of the Code of Conduct on a regular basis, i.e., assemblies, newsletters, announcements, and/or orientation package for new students.

5.4.4 The school Code of Conduct must be prominently displayed in the school and posted on the school website.

5.4.5 The school Code of Conduct shall be reviewed with school community members at least every three years.

5.5 Prevention, Intervention and Support

5.5.1 All Board employees are to take any allegations of racism, ableism, gender-based violence, homophobia, transphobia, sexual harassment, inappropriate sexual behaviour and bullying seriously. Staff are to respond in a timely, culturally sensitive, trauma-informed, and supportive manner.

- 5.5.2 Board employees working directly with students must support students, including those who disclose or report such incidents, by:
 - 5.5.2.1 providing contact information about professional supports;
 - 5.5.2.2 making this information readily available to students who wish to discuss issues including, but not limited to, healthy relationships, gender identity, and sexuality; and
 - 5.5.2.3 recognizing a student's cultural identity and lived experiences and providing opportunities to access appropriate supports.
- 5.5.3 Each school shall evaluate the effectiveness of their progressive discipline approaches through the use of school climate surveys which are to be conducted by the Board every two years. Survey results are to be shared with the Positive School Climate Team.
- 5.5.4 Whole school approaches to bullying prevention and intervention plans shall include the following elements:
 - 5.5.4.1 Bullying definition: aggressive and typically repeated behaviour by an individual where:
 - 5.5.4.1.1 the behaviour is intended by the individual to have the effect of, or the individual ought to know that the behaviour would be likely to have the effect of:
 - 5.5.4.1.1.1 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
 - 5.5.4.1.1.2 creating a negative environment at a school for another individual.
 - 5.5.4.1.2 the behaviour occurs in a context where there is a real or perceived power imbalance between the individual and the intended target 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, mental health; the behaviour includes the use of any physical, verbal, electronic, written or other means.

- 5.5.4.1.3 cyber-bullying includes bullying by electronic means including, but not limited to:
 - 5.5.4.1.3.1 creating any type of media or post in which the creator assumes the identity of another person,
 - 5.5.4.1.3.2 impersonating another person as the author of content or messages posted on the internet, and
 - 5.5.4.1.3.3 communicating inappropriate material electronically to one or more than one individual or posting inappropriate material on a website that may be accessed by one or more individuals.
- 5.5.4.1.4 bullying adversely affects a student's ability to learn,
- 5.5.4.1.5 bullying adversely affects healthy relationships and the school climate,
- 5.5.4.1.6 bullying adversely affects a school's ability to educate its students,
- 5.5.4.1.7 bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.
- 5.5.4.2 prevention and awareness raising strategies that are relevant to the classroom, throughout the school and in the community,
- 5.5.4.3 intervention and support strategies including plans to protect the victim,
- 5.5.4.4 notification of parents,
- 5.5.4.5 reporting requirements.

5.6 Discipline

5.6.1 Discipline in schools will promote integrity, the rights of all persons in the school and the responsibilities of those persons to the school community. School staff will employ progressive discipline approaches to inappropriate actions by making use of a continuum of interventions, supports and consequences, to promote positive behaviours.

5.6.1.1 Discipline practices shall treat all school community members with dignity and respect while ensuring the safety of all.

5.6.1.2 Disciplinary measures are intended to be used for the purpose of learning and will be fair, reflective of individual circumstances, and progressive where appropriate.

5.6.1.3 Discipline will promote the development of skills for self-regulation, self-awareness, critical thinking, and problem solving. Any form of consequence that diminishes a person's sense of self-worth (i.e., sarcasm, humiliation, and/or ridicule) is unacceptable.

5.6.1.4 Non-Violent Physical Crisis Intervention (NVPCI) may be required where a student's behaviour presents a clear and imminent risk of injury to the student and/or others.

5.6.1.5 Principals shall report NVPCI outlined in Item 5.6.1.4 on the appropriate forms.

5.6.1.6 Principals shall consider a consultation with the Children's Aid Society when a student under the age of 12 years is behaving in a severely self-destructive and/or aggressive manner, as outlined in Administrative Regulation ES-1.1.4, Child in Need of Protection.

5.6.1.7 Principals shall outline for Board employees who report incidents that occur at school, at a school-related activity or in circumstances where the activity will have a negative impact on the school climate and could lead to possible suspension or expulsion, how to complete the Serious Student Incident Report Form and/or the Workplace Violence Report, electronically, through the Incidents and Health and Safety Reporting Portal.

5.6.1.8 When an incident report is received, the principal shall ensure:

5.6.1.8.1 that if action is taken, the Serious Student Incident Report form with documentation is kept in the appropriate student's Ontario Student Record

(OSR) for a minimum of one year. All names of students other than the name of the student in whose OSR the form is filed have been removed;

- 5.6.1.8.2 that a report number is assigned to each report. This will result in a complete documentation of the progressive discipline that has been used with a student; and
- 5.6.1.8.3 that no information regarding the incident is to go into the victim's OSR unless specifically requested by the victim or the parent(s)/guardian(s) of the victim.
- 5.6.1.9 The principal shall contact the parent(s)/guardian(s) of the victims of incidents for which suspension or expulsion of the aggressor must be considered unless:
 - 5.6.1.9.1 the victim is 18 years old or over,
 - 5.6.1.9.2 the victim is 16 or 17 years old and has withdrawn from parental control, or
 - 5.6.1.9.3 if, in the opinion of the principal, contacting the parent(s)/ guardian(s) would put the victim at risk of harm from the parent(s)/guardian(s).
 - 5.6.1.9.4 in the event that the victim is an employee, shall follow the debrief protocol outlined in the Serious Student Incident Report and/or Workplace Violence Report.
- 5.6.1.10 When a principal decides not to notify the parent(s)/guardian(s) of the victim, the principal shall:
 - 5.6.1.10.1 document the rationale for the decision,
 - 5.6.1.10.2 notify the staff member who reported the incident and follow the appropriate debrief protocol if the staff member submitted a Serious Student Incident Report and/or a Workplace Violence Report,
 - 5.6.1.10.3 notify their family of schools superintendent, and

- 5.6.1.10.4 refer the student to a community agency that can provide appropriate, confidential support to the victim.
- 5.6.1.11 When notifying the parent(s)/guardian(s) of a victim, or staff member in the event that they were the victim, the principal shall approach each individual situation in a trauma-informed and culturally responsive manner. Principals shall disclose:
 - 5.6.1.11.1 the nature of the incident that harmed the student or staff member,
 - 5.6.1.11.2 the nature of the harm to the student or staff member, and
 - 5.6.1.11.3 the steps taken to protect the student's or staff member's safety, including the nature of any discipline in response to the incident and the supports that will be provided for the student or staff member in response to the harm that resulted from the activity.
- 5.6.1.12 The principal shall not share the name of the aggressor or any other identifying information beyond what is listed above.
- 5.6.1.13 The principal shall, as soon as reasonably possible, notify the parent(s)/guardian(s) of any student of the school who the principal believes has engaged in the activity that resulted in the harm.
- 5.6.1.14 Every elementary and secondary school shall have a Code of Conduct, consistent with the Board Code of Conduct, which is reviewed annually by the family of schools superintendent and which communicates to all members of the school community the standards that promote positive student behaviour.

6. RELATED POLICIES, ADMINISTRATIVE REGULATIONS OR PROCEDURAL DOCUMENTS

Board Policies:

[B-3.2, Equity, Diversity and Inclusion](#)

[B-3.3, Human Rights: Code-Based Discrimination and Harassment](#)

[ES-1.1, Safe and Caring Schools](#)

Administrative Regulations:

[ES-1.1.2, Suspension](#)

[ES-1.1.3, Expulsion](#)

[ES-1.1.4, Child in Need of Protection](#)

[ES-1.1.8, Procedures in the Event of a Bomb Threat](#)

[ES-1.1.9, Substance Use](#)

[ES-1.1.10, Safe Arrival Program](#)

[ES-1.1.12, Sexual Misconduct by Students](#)

[ES-1.1.12A, Appendix A: Police/School Board Protocol](#)

[ES-1.1.13, Anti-Sex Trafficking](#)

Procedural Documents (internal):

[Ensuring Student Safety and Protection Together Protocol, 2019](#)

[Police/School Board Protocol \(2016\)](#)

Violence Threat Risk Assessment (VTRA)

7. REFERENCE DOCUMENTS

Legislation:

[Accessibility for Ontarians with Disabilities Act](#)

[Child and Family Services Act](#)

[Education Act](#)

[Municipal Freedom of Information and Protection of Privacy Act](#)

[Ontario Human Rights Code](#)

[Ontario Regulation 440/20 – Suspension of Elementary School Pupils](#)

[Ontario Regulation 472/07 – Behaviour, Discipline and Safety of Pupils](#)

[Ontario Safe Schools Act](#)

Other Documents:

[Caring and Safe Schools in Ontario](#)

[Ministry of Education, Policy/Program Memoranda 128: The Provincial Code of Conduct and School Board Codes of Conduct](#)

[Ministry of Education, Policy/Program Memoranda 144: Bullying Prevention and Intervention](#)

[Ministry of Education, Policy/Program Memoranda 145: Progressive Discipline and Promoting Positive Student Behaviour](#)

[Truth and Reconciliation Commission of Canada: Calls to Action](#)

[United Nations Declaration on the Rights of Indigenous Peoples](#)

8. APPENDICES

[ES-1.1.1A, Appendix A: Discipline/Promoting Positive Student/Behaviour/Code of Conduct](#)