



Kawartha Pine Ridge District School Board

Administrative Regulation

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

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

Established: May 4, 1998

Revised or

Reviewed: August 27, 2001; January 31, 2008; December 15, 2009;
October 25, 2012; June 25, 2013; July 5, 2013; October 8, 2013;
June 21, 2018; November 4, 2019; June 20, 2023; September 16, 2024

Kawartha Pine Ridge District School Board Code of Conduct

1. Board Code of Conduct for Students

Consistent with KPR's commitment to fostering a culture where learning, belonging and communities matter, the Code of Conduct addresses the standards of behaviours expected of all members of the KPR community. It also aligns with our obligations under the Education Act and PPM 128. Members of the school community include students, staff, parent(s)/guardian(s) and others such as visitors, volunteers, community partners and community rental groups.

This Board Code of Conduct for Students has been developed in accordance with the guiding principles of Board Policy ES-1.1, Safe and Caring Schools, and the Ontario Code of Conduct in order to create a common philosophy and understanding upon which safe learning and working environments can be maintained for all school community members. It is applicable to students on school property, at school-related activities, on school buses, and, in other circumstances (e.g., online) where engaging in the activity has an impact on the school climate, including in virtual learning environments.

The Board recognizes that all members of the KPR community are entitled to safety and the right to be and feel safe in their school community. This safety translates into a positive school climate where all members of the KPR community feel safe, included and accepted, and actively promote positive behaviours and interactions.

2. Responsibilities

In order to uphold the right of members of the KPR community to access a safe and caring school community, there are specific responsibilities for which all members of KPR must be accountable to ensure a positive learning environment.

2.1 Community Members

Every member of the school community is responsible for:

- 2.1.1 contributing to making the school environment safe and conducive to learning and working, free from discrimination and harassment, including physical and/or psychological abuse,
- 2.1.2 being a committed partner in the school community and to work co-operatively with each other, and
- 2.1.3 modelling behaviours that support the Board Code of Conduct consistent with the mission, vision and values of the Board.

2.2 Students

Students deserve to be treated with respect and dignity. Equally, they must demonstrate respect for themselves and other members of the KPR community, including the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are about:

- 2.2.1 exercising self-discipline, following the established rules and owning actions consistent with age and individual ability,
- 2.2.2 coming to school prepared, on time and ready to learn,
- 2.2.3 showing self-respect and respect for others including those in authority,
- 2.2.4 refraining from bringing anything to school that may compromise their own safety and the safety of others, and
- 2.2.5 following the established rules and taking ownership for their own actions.

2.3 Staff

School staff have an important role in creating and maintaining a positive learning environment. They are expected to hold themselves and everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

- 2.3.1 help students aspire to their full potential and develop a sense of self-worth,

-
- 2.3.2 empower students to be committed learners in their classroom, school and community,
 - 2.3.3 incorporate classroom practices, including instructional practices, that are inclusive, trauma-informed and culturally relevant and responsive,
 - 2.3.4 assess, evaluate and report student progress,
 - 2.3.5 communicate regularly and meaningfully with parent(s)/guardian(s),
 - 2.3.6 maintain consistent and fair standards of behaviour for all students,
 - 2.3.7 discipline fairly and responsibly by considering the age and stage of each individual student, the social and environmental context, the student's lived experiences and identities, and in alignment with Administrative Regulation ES-1.1.1, Discipline/Promoting Positive Student Behaviour/Code of Conduct, and the Code of Conduct,
 - 2.3.8 be punctual and prepared for all classes and school activities,
 - 2.3.9 prepare students for acting responsibly, in particular the skill of respectful communication, both in person and online,
 - 2.3.10 safeguard students from persons or conditions that adversely interfere with the learning process,
 - 2.3.11 demonstrate respect for fellow students and other members of the KPR community,
 - 2.3.12 act for and with students to address any instances of, but not limited to, bullying, discrimination and harassment,
 - 2.3.13 advocate for student well-being and make, when required, appropriate referrals to board services,
 - 2.3.14 create school and classroom cultures that foster physical and mental well-being where students feel valued, and
 - 2.3.15 model the standards of respect, civility, and responsible citizenship. This includes modeling appropriate use of personal mobile devices. Educators are not to use personal mobile devices during instructional time, unless explicitly for work-related purposes.

2.4 Parent(s)/Guardian(s)

Parent(s)/guardian(s) play an important role in the education of their children and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parent(s)/guardian(s) do this by:

- 2.4.1 attending to their child's physical and emotional well-being,
- 2.4.2 proactively engaging in their child's schoolwork and progress,
- 2.4.3 communicating regularly with the school,
- 2.4.4 helping their child be adequately prepared for learning at school,
- 2.4.5 ensuring that their child attends school regularly and on time,
- 2.4.6 promptly reporting to the school their child's absence or late arrival,
- 2.4.7 becoming familiar with the Code of Conduct and school rules,
- 2.4.8 encouraging and assisting their child in following the rules of behaviour, and
- 2.4.9 assisting school staff in dealing with disciplinary issues involving their child.

3. Standards of Behaviour

3.1 Respect, Civility and Responsible Citizenship

All members of the school and community must:

- 3.1.1 respect and comply with all applicable federal, provincial and municipal laws,
- 3.1.2 demonstrate honesty and integrity,
- 3.1.3 respect differences in people, their ideas and opinions,
- 3.1.4 treat one another with dignity and respect at all times, both in person and online, and especially when there is disagreement or difference,

- 3.1.5 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, or disability,
- 3.1.6 respect the rights of others,
- 3.1.7 show proper care and regard for school property and property of others,
- 3.1.8 take appropriate measures to help those in need,
- 3.1.9 seek assistance from a member of school staff, if necessary, to resolve conflict peacefully,
- 3.1.10 refrain from using abusive language or swearing at another person,
- 3.1.11 respect all members of the school community, and respond to any reasonable request made by persons who are in a position of authority,
- 3.1.12 respect the need of others to work in an environment that is conducive to learning and teaching, and
- 3.1.13 comply with all Ministry of Education and school board policies.

3.2 Physical and Psychological Safety

3.2.1 Weapons

The following will be addressed:

- 3.2.1.1 possession of any weapon or replica weapon, including but not limited to firearms,
- 3.2.1.2 use of any object to threaten or intimidate another person, and/or
- 3.2.1.3 causing injury to any person with an object.

3.2.2 Alcohol and Drugs

The following will be addressed:

- 3.2.2.1 possession of, or being under the influence of, or providing others with, alcohol, cannabis or restricted drugs.

3.2.3 Physical Aggression

The following will be addressed:

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

3.2.3.2 intimidation.

3.2.4 Non-physical Aggression

The following will be addressed:

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

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

3.2.4.3 use of any form of discrimination.

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

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

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

3.2.5.1.1 causing harm, fear, or distress to another individual including physical, psychological, social or academic harm to the individual person's reputation or harm to the individual's property; or

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

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

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.

3.2.5.3 cyberbullying includes bullying by electronic means including:

3.2.5.3.1 creating a web page or blog in which the creator assumes the identity of another person,

3.2.5.3.2 impersonating another person as the author of content or messages posted on the internet,

3.2.5.3.3 communicating inappropriate material electronically to more one or than one individual or posting inappropriate material on a website that may be accessed by one or more individuals.

3.2.5.4 bullying adversely affects a student's ability to learn,

3.2.5.5 bullying adversely affects healthy relationships and the school climate,

3.2.5.6 bullying adversely affects a school's ability to educate its students,

3.2.5.7 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.

3.3 Tobacco, Electronic Cigarettes, and Related Products

All members of the school and community must understand that:

3.3.1 the [Smoke-Free Ontario Act, 2017](#) prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017; and

- 3.3.2 the Smoke-Free Ontario Act, 2017 also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.
- 3.3.3 smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) will not be accepted at school, on school grounds, on school buses and at any school related activities.
- 3.3.4 at minimum, in the case of these substances being found in the possession of students, parent(s)/guardian(s) must be notified, and the student must forfeit the item(s) to an educator or administrator.
- 3.3.5 if the student does not forfeit the item(s) above when required, they shall be addressed by school administration. Principals have discretion to consider a range of responses, using a bias-aware progressive discipline approach, to address such behaviour.

3.4 Student Personal Mobile Devices

All members of the school and community must understand that:

- 3.4.1 personal mobile devices shall not be used during instructional time except under the following circumstances:
- for educational purposes, as directed by an educator
 - for health and medical purposes
 - to support special education needs
- 3.4.2 students in Kindergarten to Grade 8 shall store personal mobile devices out of view and powered off or set to silent mode throughout the full instructional day, except when their use is explicitly permitted by the educator under the circumstances outlined above;
- 3.4.3 students in Grades 9 to 12 shall store personal mobile devices out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted by the educator under the circumstances outlined above,
- 3.4.4 the student is responsible for their personal mobile device, how they use it and the consequences of not following the school board's regulations on personal mobile device use,

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

4. Board Code of Conduct Rules

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

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

5. Board Code of Conduct Procedures

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

5.2 Signage

- 5.2.1 Signs will be posted directing visitor(s) to begin their visit at the office.

5.3 Search and Seizure

- 5.3.1 In alignment with Administrative Regulation ES-1.1.12A, Police/School Board Protocol (2016), 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 (e.g., drugs, a weapon, etc.) Police may be contacted if the search reveals such an item.

5.4 Violent Threat Risk Assessment Protocol

- 5.4.1 When student behaviours pose a potential threat to safety or may cause serious harm, the Kawartha Pine Ridge District School Board's [Violence Threat Risk Assessment \(VTRA\) Protocol](#) helps principals take immediate steps to protect student well-being, with the support of local agencies and police services. Parent(s) and guardian(s) will be notified in advance if their child will be assessed through the VTRA Protocol. If parent(s)/guardian(s) cannot be reached, or if they choose not to provide consent, but a concern for safety still exists due to threatening behaviour, the threat assessment may still proceed.

6. Strategies to Promote Positive Student Behaviour

6.1 Prevention Strategies

In creating a conducive, welcoming and safe learning environment, prevention strategies are required to:

- 6.1.1 establish a culture of caring and take a meaningful, culturally responsive approach to promote a positive school climate.
- 6.1.2 maintain effective classroom management and develop healthy relationships using a trauma-informed, culturally responsive approach,

- 6.1.3 provide options for Indigenous-centred supports for students who self-identify as Indigenous,
- 6.1.4 use encouragement, reinforcement, and rewarding,
- 6.1.5 promote social-emotional skills development,
- 6.1.6 provide information regarding anger management programs,
- 6.1.7 utilize peer counselling and conflict resolution,
- 6.1.8 use of home-school communication,
- 6.1.9 provide substance use prevention education,
- 6.1.10 promote mental health and well-being, and/or
- 6.1.11 teach mental health literacy, coping strategies and how to seek support.

6.2 Supportive Intervention Strategies

Supportive intervention strategies build a culture of understanding and commitment to appropriate conduct through the use of:

- 6.2.1 active listening,
- 6.2.2 teachable moments,
- 6.2.3 teaching social-emotion skills,
- 6.2.4 verbal redirection, reminders and reinforcement,
- 6.2.5 choices,
- 6.2.6 restorative practices and other problem-solving techniques,
- 6.2.7 culturally responsive resources,
- 6.2.8 interviews/discussion,
- 6.2.9 school/board/community resources,
- 6.2.10 outside agencies, and/or

6.2.11 behavioural contracts, where other interventions have proven unsuccessful.

7. Consequences for Unacceptable Behaviour

Consequences shall be timely, fair, reflective of key facts and circumstances, related to the nature, context and/or actions specific to the incident and progressive when appropriate.

7.1 Consequences may include, but are not restricted to, the following:

7.1.1 restorative practice,

7.1.2 warnings,

7.1.3 time-outs,

7.1.4 time-owed,

7.1.5 restricted privileges,

7.1.6 restitution, i.e., financial, community service,

7.1.7 suspensions, and/or

7.1.8 expulsion.

7.2 In accordance with current provincial directives, parent(s)/guardian(s) and students are advised that a principal shall carefully consider whether or not to suspend a student, if they have determined from a careful review and assessment of the facts and circumstances that the student has engaged in any of the following activities while at school, at a school-related activity, on a school bus, or in any other circumstances (e.g., online) where engaging in the activity will have an impact on the school climate:

7.2.1 uttering a threat to inflict serious bodily harm on another person,

7.2.2 possessing alcohol or illegal drugs or, unless the student is a medical cannabis user, cannabis,

7.2.3 being under the influence of alcohol or, unless the student is a medical cannabis user, cannabis,

7.2.4 swearing at a teacher or at another person in a position of authority,

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

7.3.1.7 giving alcohol or cannabis to a minor,

7.3.1.8 bullying, if:

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

7.3.1.9 any incident, including bullying, that is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any similar factor (e.g., socio-economic status, appearance).

7.4 In accordance with provincial directives, parent(s)/guardian(s) and students are advised that the following additional infractions may result in a suspension and may be considered for expulsion:

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

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

7.4.3 the student has engaged in activities that:

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

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

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

8. Board Code of Conduct Expectations – Staff

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

9. Board Code of Conduct Expectations – Other

Through Section 265(m) of the Education Act, the principal, in consultation with the family of schools superintendent may exclude any individual who is unable to follow the Board Code of Conduct.

10. Board Code of Conduct Expectations – Review

The Code of Conduct must be reviewed at least every three years. A wide variety of stakeholders including parent(s)/guardian(s), principals, teachers, students, school councils, and other partners will be consulted. The Board Code of Conduct for Students must be consistent with the provincial code and aligned with Board Policy ES-1.1, Safe and Caring Schools, and this administrative regulation.