

BOARD & SCHOOL CODE OF CONDUCT

Terry Fox Public School in the Kawartha Pine Ridge District School Board

Updated: November 2024

The following document provides a snapshot of both the Kawartha Pine Ridge District School Board (KPR) Code of Conduct and the Terry Fox PS Code of Conduct. Each document is informed by the *Education Act*, the *Ontario Human Rights Code*, and *Ontario's Principles of Equity and Inclusive Education*.

This document has been created in collaboration with the staff, students, and families at Terry Fox Public School. This document is reviewed annually and will be adjusted on an ongoing basis to ensure it reflects the values, identities, and beliefs of the students, staff, families, and community members we serve.

We are Terry Fox proud. We are a community that cares about each other. We are strong and resilient, special and unique. In a world where we can be anything, choose to be kind.



Table of Contents

KPRDSB Code of Conduct	pg. 3
- <i>Community responsibilities</i>	pg. 3
- <i>Additional student responsibilities</i>	pg. 3
- <i>Additional staff responsibilities</i>	pg. 3
- <i>Additional family responsibilities</i>	pg. 4
Standards of Behaviour	pg. 4
- <i>Physical and Emotional Safety</i>	pg. 4
- <i>Bullying and Harassment</i>	pg. 5
- <i>Definition</i>	pg. 5
- <i>Cyberbullying</i>	pg. 6
- <i>Code of Conduct Expectations</i>	pg. 6
TFPS Code of Conduct	pg. 7
- <i>Restorative Practices</i>	pg. 7
- <i>Dress Code</i>	pg. 8
- <i>Cell phones and Electronic Devices</i>	pg. 8
TFPS Discrimination Policy	pg. 9
Strategies to Promote Acceptable Behaviours	pg. 10
- <i>Preventative Strategies</i>	pg. 10
- <i>Supportive Intervention Strategies</i>	pg. 10
Consequences for Unacceptable Behaviours	pg. 11

KPRDSB Code of Conduct

The Kawartha Pine Ridge District School Board (KPR) believes everyone has the right to be safe, and to feel safe, welcome, and included in their school community. The following *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.

Code of Conduct Responsibilities

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, volunteers, parents, and guardians have additional responsibilities unique to their roles.

Additional Student Responsibilities

All students have the additional responsibility to:

- exercise self-discipline, follow established rules & accept responsibility for their actions based on age & individual ability
- come to school prepared, on time and 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

Additional School Staff Responsibilities

Staff have the additional responsibility to:

- 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; this is in keeping with school board regulations on Discipline/Promoting Positive Student Behaviour/Code of Conduct, and the School Code of Conduct
- be on time & prepared for all classes and school activities
- prepare students for full responsibilities of membership in their community/society
- safeguard students from persons or conditions which interfere with the learning process
- understand and minimize any biases that may affect student-teacher relationships

Additional Family Responsibilities

Parents and guardians have the additional responsibility to:

- attend to their child's physical, social, and emotional well-being
- communicate regularly with the school
- help their child be neat, clean, appropriately dressed, and prepared for school
- ensure that their child attends school and is on time
- 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

Standards of Behaviour

We all 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 and comply with all applicable federal, provincial and municipal laws
- demonstrate the character attributes set out by the school board
- respect differences among people, their ideas, opinions, experiences and perspectives
- treat one another with dignity and respect at all times, and 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, or disability
- respect the rights of individuals and groups
- show proper care and regard for school and student property
- take appropriate measures to help one another
- use non-violent means to resolve conflict
- dress in a manner that is appropriate to school activities with regard to exposure, cleanliness and message
- respect persons who are in a position of authority
- respect the common goal to work in an environment of learning and teaching.

Physical and Emotional (Psychological) Safety

Weapons

The following will not be tolerated:

- 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

Physical and Emotional (Psychological) Safety cont'd...

Alcohol and Drugs

The following will not be tolerated:

- possessing, being under the influence of, or providing others with, alcohol or restricted drugs

Physical Aggression

The following will not be tolerated:

- inflicting or encouraging others to inflict bodily harm on another person
- intimidation

Non-physical Aggression

The following will not be tolerated:

- 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 all 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 definition: ***Bullying*** is aggressive and typically repeated behaviour by a pupil where:

- the behaviour is intended to, or the pupil ought to know that the behaviour would be likely to:
 - ✓ *cause harm, fear, or distress to another individual or group, including physical, psychological, social, emotional or academic harm to reputation or property*
 - ✓ *create an unwelcoming environment at a school for another group or individual*
- the behaviour occurs where there is a real or perceived imbalance of power between the pupil and the individual being bullied, based on factors such as size, strength, age, intelligence, peer group, economic or social status, religion, ethnic origin, sexual orientation, family circumstance, gender, gender identity, gender expression, race, disability or the receipt of special education
- the behaviour includes use of any physical, verbal, electronic, written, or other means

Cyber-bullying involves 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 persons

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

Bullying in any form will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. online) where bullying will have a negative effect on the school climate

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, school buses, on school excursions)

Note: The principal also may apply these rules to a pupil when the pupil's conduct outside the school environment negatively affects the school.

Terry Fox Public School Code of Conduct

At TFPS students are greeted by staff each morning in the hopes of giving a positive start to the day. Many problems can be solved or avoided as students arrive at school. At nutrition breaks there are TFPS staff on duty during lunch and at recesses on the yard to monitor safe play and interactions, as well as to help students solve problems.

Our motto:

We are Terry Fox proud! We are a community that cares about each other. We are strong and resilient, special and unique. In a world where we can be anything, choose to be kind.

As problems arise, it is essential that students tell an adult in the building, and their family. The hope is that they will attempt to solve the problem themselves using strategies taught within classrooms, and if that doesn't work the adults will help them with the solution. We believe there is at least one positive solution for every problem.

We use Restorative Practice when issues are brought to us. It is a practice that gives everyone a voice in terms of explaining the problem and in finding a solution. When bullying occurs, we follow Restorative Practice, and it has been very successful. Sometimes an issue can reoccur between the same groups of students later, at which time we will help again. We see every issue as a separate one, but we do consider mitigating and other factors when making a decision. There are no 'automatic' consequences for issues (unless very serious and noted later in this document). We do, however, deal with it in a variety of ways depending upon the situation.

Social Emotional Learning (SEL) at Terry Fox

As a place of learning, TFPS educates around the skills necessary for success in school and in life. Our Code of Conduct is rooted in the development of social emotional learning skills. Social Emotional Learning skills are the skills that can be intentionally developed through targeted instruction. Each student comes to school with a unique set of abilities that need time to develop. As incidents arise, we look to lessons around social emotional learning (emotional regulation, self-esteem, perseverance, interpersonal skills) to support.

Restorative Practice at Terry Fox Public School

Restorative Practice is essential in teaching students and adults how to have a positive voice and find an appropriate solution when problems arise. When conflicts are brought to staff or to the office, an investigation follows, all parties meet and have a voice, and a decision is made about how to repair any harm done. Sometimes consequences are necessary, and sometimes participants need the chance to talk it out. We find that restorative conversations build trust between students, students and the adults in the building and it significantly cuts down on the fear and delivery of retribution or 'revenge' actions. It's seen by the students and adults as a fair and thorough process. It also teaches students how to solve their own problems over time and experience with the process.

Dress Code at Terry Fox

Clothing with obscene or inappropriate writing is not permitted. As a classroom community, staff will determine with students if hats will be worn within their classroom. This decision allows each class to have agency over this decision and provides an opportunity to discuss the values within their learning environment. Hats and hoodies are removed during morning announcements to uphold respect around the land acknowledgment and national anthem. Shoes for inside use are required for cleanliness, for gym classes, fire drills, and other emergencies.

Student Personal Mobile Devices

All members of the school and community must understand that:

- 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*
- 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
- 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
- if the student does not follow directions 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.

TFPS is not responsible for the loss or damage of personal electronic devices while on school property. Sending a personal cell phone or device to TFPS is done at the owners risk and is subject to policies around the safe and acceptable use of technology in both KPRDSB and the school.

In some circumstances, students may use their cell phones during class time for instructional purposes only, **with direct staff permission**. In these rare cases, students will be under close supervision from a TFPS staff member to monitor student safety.

Students will not use their cell phones during lunch or recess, as they cannot be safely monitored - This includes indoor recess. Phones must be silent and out of sight during instructional time. For those with lockers, they are to be locked away while at school. Cellphones are not to be used in hallways, on the school yard, or in the restrooms.

For consistency in monitoring this policy, TFPS staff are the only adults permitted to allow usage of a cell phone. **Phones will not be used when a supply teacher is present.**

Unacceptable uses of technology at TFPS may include:

1. Accessing social media while at school (including Instagram, SnapChat and Facebook).
2. Posting pictures or videos of staff or students (this includes on the bus).
3. Using cell phones to “bully” or to post derogatory statements about students, faculty, or staff via text message or social media. This may include negative interactions while off-property if the behaviour impacts the well-being of students or staff at Terry Fox.

Serious Misuse of Cell Phones & Electronic Devices at TFPS:

In some serious cases, TFPS will no longer allow a student to bring their phone or personal device to school because they have demonstrated through their actions that they cannot maintain the safety and wellbeing of others (students, staff, families, community) and/or their actions demonstrate a risk to themselves.

If the serious action is related to cyberbullying, we will adhere to board protocols in responding to incidents of bullying. This action includes acts that happen outside school if it impacts the overall climate of the building.

Terry Fox Discrimination Policy

Terry Fox Public School is committed to providing an environment of belonging for all. Sexism, homophobia, racism, ableism, and other forms of violence have no space at Terry Fox.

As a public school in Ontario, we engage students in learning around global citizenship, and social emotional learning, and are committed to doing so on an ongoing basis. When harmful language, symbols, and/or actions have been used, deeper conversations are had with students to support their continued learning. A commitment to building the knowledge students need to make appropriate choices when choosing words and actions are key to harm reduction.

If racist, sexist, ableist, or homophobic language is used towards another person in the school or in any situation that impacts the climate of the people in the school, we will act swiftly. Use of such language, symbols, and/or actions will be investigated as a serious student incident by the principal and may lead to suspensions and restorative actions upon re-entry to the school – these responses are in line with other forms of violence such as fighting, threats, and weapons.

Our actions demonstrate to our students, staff, families, and the community that Terry Fox Public School is a space that upholds the human rights of all people and ensures everyone’s safety and well-being.

Strategies to Promote Acceptable Behaviour

Prevention Strategies

Schools in KPRDSB use Culturally Responsive and Relevant Pedagogy to reflect the experiences, beliefs, and values of the communities we serve. As a school, TFPS has developed a clear progressive approach to discipline that responds to the strengths of our students and the desires we have as a school community to uphold our commitments to kindness, respect and belonging for all. A positive school climate exists when relationships are strong and all members of the school community feel safe, comfortable, welcome, valued, cared for and included.

TFPS uses an overall approach that manages conflict and tensions by repairing harm and strengthening relationships. We hold the individuals causing the harm accountable for their actions and allow everyone affected by the behaviour – including the person harmed, the person causing harm and community members – to express how they are affected. Our approach allows people to identify any needs resulting from the harmful behaviour. They can seek a solution that offers reparation (“making it right”), healing and reintegration, while preventing future harm. Our interventions may include a range from informal conversations to meetings or formal conferences.

The Board’s Code of Conduct sets clear standards of behaviour that are firm and fair. **These standards apply, not only to students, but to all individuals involved in the school system – family members, volunteers, employees – whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could affect school climate (i.e., online conduct).**

Prevention strategies are designed to:

- establish a positive school climate
- maintain effective classroom management and discipline
- model encouragement and reinforcement for positive behaviour
- promote social skills development
- provide information regarding self-regulation programs
- use of restorative conflict resolution
- use effective, and respectful home-school communication

Supportive Intervention Strategies use:

- teachable moments, including verbal reminders and reinforcement
- active listening
- reflection on alternative choices
- restorative practices and other problem solving techniques
- contracts for expected behaviour
- appropriate outside agencies
- interviews/discussion
- school / Board /community resources

Consequences for Unacceptable Behaviour

Consequences shall be appropriate to the individual, circumstances and actions. They include progressive discipline, using 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 for students, 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.

Consequences may include one or more of the following:

- restorative practice
- warnings
- time-outs
- time-owed
- restricted privileges
- apology
- restitution, (i.e., financial, community service)
- suspension
- expulsion

Note: *At TFPS, we recognize the impact of trauma, mental health and other factors when providing consequences. We are committed to putting student wellbeing first.*

As required by law, a student **will be suspended**, and expulsion may be considered, if the pupil commits one or more of the following infractions at school or a school-related activity:

- possessing a weapon including a firearm
- using a weapon to cause or to threaten bodily harm to another person
- committing physical assault that causes bodily harm requiring medical treatment
- committing sexual assault
- committing an offence motivated by hate, bias or discrimination
- trafficking in weapons or in restricted drugs
- committing robbery
- giving alcohol to a minor
- bullying if:
 - ✓ the pupil has been suspended previously for bullying
 - ✓ the pupil's presence in the school creates an unacceptable risk to another person

As required by law, a student **may be suspended**, and expulsion may be considered, in the following cases:

- the pupil commits an infraction in the school community, which could have a negative effect on the school;
- the pupil's pattern of behaviour is so 'refractory' (unmanageable) that pupil's presence is harmful to the learning environment
- the pupil has engaged in activities that:
 - ✓ cause the pupil's presence in the school to be harmful to the physical or emotional well-being of others in the school
 - ✓ cause extensive damage to property at the school
- the pupil's pattern of behaviour has shown the pupil has not prospered by the instruction available, and the pupil persistently resists changing the behaviour

As required by law, a student **may be suspended** in the following cases:

- uttering a threat to inflict serious bodily harm on another person
- possessing alcohol or restricted drugs
- being under the influence of alcohol
- swearing at a teacher or at another person in a position of authority
- committing vandalism that causes extensive damage to property at the school property at the pupil's school
- bullying
- any other activity for which a principal may suspend a student under a policy of the Board

In addition, the KPR Board will also **consider suspending** a student for the following infractions:

- persistent opposition to authority
- habitual neglect of duty (e.g. constant refusal to do school work)
- wilful destruction of school or Board property
- use of profane or improper language
- conduct injurious to 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 fight