

**Kenner Collegiate and Vocational Institute and  
Kenner Intermediate School**



**CODE OF CONDUCT**



**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. The KCVI and Intermediate School 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.

It is important to note that the Code of Conduct strives to make schools safer by focusing on promoting positive behaviour, on providing early and ongoing intervention, on preventing inappropriate behaviour and on addressing inappropriate behaviour with appropriate consequences. As a result, it makes a shift away from a punitive approach to incidents of harm and wrongdoing to an approach that seeks to correct the inappropriate behaviour and, in KPRDSB, to repair the harm that has been caused. Progressive discipline and restorative practices are two of the supports available to schools when working with inappropriate behaviour or conduct, and principals and vice-principals will use both strategies when considering the most appropriate way to respond to each situation in order to provide students with the opportunity to learn from the choices they make.

## 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.
- the use of personal mobile devices during instructional time is permitted under the following circumstances:
  - for educational purposes, as directed by an educator
  - for health and medical purposes
  - to support special education needs

### 2.2 Additional Student Responsibilities

Each student has the additional responsibility to:

- 2.2.1 exercise self-discipline, follow the established rules and accept responsibility for their actions based on age and individual ability;
- 2.2.2 come to school prepared, on time and ready to learn;
- 2.2.3 show respect for themselves, for others and for those in authority; and
- 2.2.4 refrain from bringing anything to school that may compromise the safety of others.
- 2.2.5 use personal mobile devices during instructional time **only** under the following circumstances:
  - for educational purposes, as directed by an educator
  - for health and medical purposes
  - to support special education needs.

### **2.3 Additional Staff Responsibilities**

- help students achieve their full potential and develop their self-worth
- assess, evaluate and report student progress
- communicate regularly and meaningfully with students, parents or guardians
- discipline fairly and consistently, taking any mitigating factors into account, as required by school board regulations on Discipline/Promoting Positive Student Behaviour/Code of Conduct, and the School Code of Conduct
- be on time and prepared for all classes and school activities
- prepare students for the full responsibilities of membership in their community/society
- safeguard students from persons or conditions that interfere with the learning process
- understand and minimize any biases that may affect student-teacher relationships.

### **2.4 Additional Parent/Guardian Responsibilities**

- attend to their child's physical, social, academic and emotional well-being
- show an active interest in their child's school work and actively support student progress
- communicate regularly with the school
- help their child be neat, clean, appropriately dressed and prepared for school
- ensure their child attends school regularly, is on time, and gets to and from the school or bus stop safely
- promptly report to the school their child's absence or late arrival
- become familiar with the Code of Conduct and school rules
- encourage and assist their child in following the rules of behaviour
- assist school staff in dealing with disciplinary issues for their child.

### 3. Standards of Behaviour

#### 3.1 Respect, Dignity, Civility, Equality and Responsible Participation in School Life

We value one another and treat each other with respect and dignity. We educate our students to be caring, responsible community members who protect everyone's physical, social, academic and emotional well-being. Everyone in the school community must:

- respect differences among people, their ideas, opinions, experiences and perspectives
- treat one another with dignity at all times, especially when they disagree
- respect and treat everyone fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability or language
- respect and comply with federal, provincial and municipal laws
- demonstrate the character attributes set out by the school board
- respect the rights of individuals and groups
- show proper care and regard for school and student property
- take appropriate measures to help one another
- address behaviours that are disrespectful, unwelcoming or that exclude anyone
- use non-violent means to resolve conflict
- dress appropriately with regard to exposure, cleanliness and message
- respect persons who are in a position of authority
- respect the common goal to work in a positive environment of learning and teaching.

#### 3.2 Physical and Emotional (Psychological) Safety

To protect the physical and psychological safety of everyone at school, we **will not tolerate**:

##### **Weapons**

- possession of any weapon or replica weapon, such as firearms

- use of any object or means to threaten or intimidate another person
- causing injury to any person with an object

### **Alcohol and Drugs**

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

### **Physical Aggression**

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

### **Non-physical Aggression**

- emotional, sexual, homophobic, racist, sexist, faith-based, ability-based or social status-based actions that hurt an individual or group, whether intentional or not
- threatening physical harm, bullying or harassing others
- using any form of discrimination, stereotype, prejudice, harassment, hate/bias-motivated act.

Further to these standards of behaviour, all school members are expected to seek staff assistance, if necessary, to resolve conflict peacefully.

Bullying and harassment in any form are wrong and hurtful. Everyone has a role to play as we work together to prevent, identify and respond to bullying and exclusion. We all are accountable for our actions. Where bullying does occur, we respond fairly and appropriately, to build respectful relationships. Restorative practice is one strategy we use to prevent, and repair the harm caused by, bullying and exclusion.

Bullying, by definition: is aggressive and typically repeated behaviour by a pupil where:

- the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:
  - causing harm, fear, or distress to another individual, including physical, psychological, social or academic harm to the individual person's reputation or harm to the individual's property; or
  - creating a negative environment at a school for another individual
- the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size,

strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

- the behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying includes bullying by electronic means, including:

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

-impersonating another person as the author of content or messages posted on the Internet

-communicating inappropriate material electronically to more than one individual, or posting

-material on a website that may be accessed by one or more individuals.

Bullying, in any form, has negative effects on:

-a student's ability to learn

-healthy relationships and the school climate

-a school's ability to educate its students.

We will not accept bullying on school property, at school-related activities, on school buses, or in any 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 Visitors must report to the office to sign in.**

## **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, vice-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.

Bullying 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 includes:**

- habitual neglect of duty.
- willful destruction of school or Board property.
- use of profane or improper language.
- conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others in the school.
- being involved in a physical altercation.

**7.3 As required by law, a student shall be suspended and considered for expulsion on the following grounds:**

- Possessing a weapon, including possessing a firearm.
- Using a weapon to cause or to threaten bodily harm to another person.
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.

- Committing sexual assault.
- Trafficking in weapons or in illegal drugs.
- Committing robbery.
- Giving alcohol to a minor.
- Bullying, if:
  - the pupil has previously been suspended for engaging in bullying, and
  - the pupil's continued presence in the school creates an unacceptable risk to the safety of another person.
- Any incident including bullying, that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any similar factor (e.g. socio-economic status, appearance).

**7.4 In accordance with provincial directives, a student may be suspended, and expulsion may be considered, if:**

- the pupil commits an infraction in the school community, which has an adverse effect on the school
- the pupil's pattern of behaviour is so "refractory" (unmanageable) that the pupil's presence is:
  - harmful to the learning environment
  - the pupil has taken part in activities that:
    - cause the pupil's presence to be harmful to the physical or emotional well-being of others in the school
    - cause extensive damage to property at the school or to property located on the premises of the pupil's school
  - the pupil's pattern of behaviour has shown the pupil has not prospered by the instruction available, and the pupil persistently resists changing their behaviour.
- Where illegal activities – including those noted above – take place, schools also involve their local police service. The School Board – Police Protocol guides police involvement in schools.

KPRDSB SAFE, CARING AND RESTORATIVE SCHOOLS: Discipline/Promoting Positive Student Behaviour/Code of Conduct (Regulation Code: ES-1.1.1A). POSITIVE

STUDENT BEHAVIOUR/ Policy (Code Reference: ES-1.1).

### **8. School Code of Conduct Expectations of Staff/Others**

If a member of staff contravenes the school Code of Conduct, consequences will follow related Board personnel policies, and professional standards. For others unable to follow the school Code of Conduct, the principal, in consultation with the supervising superintendent, may exclude the individual through Section 265(m) of the *Education Act*.

### **9. Personal Electronic Devices (PEDs) Policy**

The Kawartha Pine Ridge District School Board has approved a policy on use of personal electronic devices (PEDs) - such as cell phones and MP3 players - in schools. Students are advised that all personal electronic devices (PEDs) are to be powered-off and stored away during instructional time. Instruction 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).

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. It is important to note that any photos taken during these activities are not to be posted on the Internet, 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 times 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 and/or vice-principal (or his or her

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.

## **10. Smoke Free Ontario Act**

The **Smoke-Free Ontario Act** (SFOA) prohibits smoking tobacco or holding lighted tobacco anywhere on school property which includes but is not limited to school parking lots, school driveways, or inside cars located on school property. This law applies to everyone including, students, staff, parents and visitors. The Peterborough Public Health Department has adopted a zero tolerance policy with respect to smoking or holding lighted tobacco or electronic cigarettes for any person on school property.

The SFOA also prohibits the sale or supply of tobacco to anyone under the age of 19 anywhere in Ontario including school property regardless of the age of the supplier. SFOA violations will be reported to the Durham Region Health Department. A first offence for smoking/holding lighted tobacco on school property carries a maximum fine of \$1000.00.

A first offence for selling/supplying tobacco to a person who is less than 19 years of age carries a maximum fine of \$4000.00. This law is in effect 24 hours a day, 7 days a week and 365 days a year. In order to comply with the Smoke-Free Ontario Act **there is no longer a smoking area on school property.**

Smoking, use of tobacco and associated devices, including, but not limited to, e-cigarettes, water pipes, hookahs, etc., is prohibited by any person on school property at any time. Supplying tobacco to someone who is under 19 years of age is prohibited.

If you choose to smoke off school property, please respect neighbours and local businesses. Gathering in groups in front of neighbours' houses or local businesses could result in a loitering offence.

**KCVI's message to students: if you must smoke or vape, please take a quick walk.**

**For more information visit: Web Site at**

<https://www.peterboroughpublichealth.ca/>