

School Code of Conduct

Rationale

The Port Hope High School Code of Conduct sets clear standards of behaviour for all members of the school community - students, staff, parents, community partners, volunteers and visitors - and is based on the Kawartha Pine Ridge District School Board (KPRDSB) Code of Conduct and the new Provincial Code of Conduct, effective February 1, 2008.

This Code of Conduct applies at school, during school-related or school-sponsored activities and to events that happen outside of school but might have an impact on the school climate. This Code of Conduct includes cyber bullying.

It is important to note that the new Code of Conduct strives to make schools safer by focussing on promoting positive behaviour, on providing early and on-going intervention, on preventing inappropriate behaviour and on addressing inappropriate behaviour with appropriate consequences. As a result, there is a shift away from a punitive approach to incidents of harm and wrongdoing to a new 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 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.

Student Responsibilities

Students Will:

- bring note to the office, if they were absent from school the previous day and notify the main office of any change in address or phone number;
- sign in and out through the main office if they have to leave school early;
- arrive on time for all classes;
- come to class prepared to work with all required materials, i.e., pen, pencil, paper, notebook, textbook, Phys. Ed. uniform, etc.
- complete all homework and assignments on time and to the best of their ability;
- not ask to return to their locker once class has begun;
- show respect to staff and fellow students;
- respect the property of others;
- not bring food and/or drinks to class;
- not be in the halls while classes are in session;
- not wear bandanas in the school during the regular school day.
- notify their teachers, if they are to be absent from class for any reason;
- exit the building by 3:00 pm unless they have a scheduled after-school activity.

In addition, according to the Education Act, Regulation 298, Section 23

(1) A Pupil shall,

- be diligent in attempting to master such studies as are part of the program in which the pupil is enrolled;
- exercise self-discipline;
- accept such discipline as would be exercised by a kind, firm and judicious parent;
- attend classes punctually and regularly;
- be courteous to fellow pupils and obedient and courteous to teachers;
- be clean in person and habits;
- take such test and examinations as are required by or under the Act or as may be directed by the Minister;
- and
- show respect for school property.

(2) When a pupil returns to school after an absence, a parent/guardian of the pupil, shall give reason for the absence orally or in writing as the Principal requires. Where the pupil is an adult, the pupil shall give reason for the absence orally or in writing as the Principal requires

(3) A pupil may be excused by the Principal from attendance at school temporarily at any time at the written request of a parent or pupil where the pupil is an adult.

(4) Every pupil is responsible for his or her conduct to the Principal of the school that the pupil attends:

- on the school premises;
- on out-of-school activities that are part of the school program; and
- while traveling on a school bus that is owned by a Board or on a bus that is under contract to a Board.

This Code of Conduct is based on the principles of Safe, Caring and Restorative Schools: Discipline/Code of Conduct Administrative Regulations: ES-1.1.1A.

The Ministry of Education requires that all schools develop a Code of Conduct which communicates the standards of behaviour to all the members of the school community the types of behaviour expected from them. Members of the school community include: students, staff, parent(s)/guardian(s) and others such as visitors, volunteers, community partners and community rental groups. Codes of Conduct must be reviewed at least every three years. School principals must consult with students, staff, the school council and the superintendent in this review. School Codes of Conduct must be consistent with the provincial code and aligned with Board Policy No. ES-1.1, Safe, Caring and Restorative Schools and this administrative regulation. The Board recognizes that all students, parent(s)/guardian(s), teachers and staff have the right to be safe, and feel safe in their school community. This school Code of Conduct has been developed in accordance with the guiding principles of the Safe, Caring and Restorative Schools Policy 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 while at school or engaged in a school-related activity or in other circumstances where engaging in the activity has an impact on the school climate.

Every member of the school community has the responsibility to:

- contribute to make the school environment safe and conducive to learning / working, free from discrimination, physical and/or psychological abuse;
- be a partner in the school community and to work co-operatively with each other; and
- model appropriate behaviour and to support the Code of Conduct by upholding the standards of behaviour.

Each student has the additional responsibility to:

- exercise self-discipline, follow the established rules and accept responsibility for their actions based on age and individual ability;
- come to school prepared, on time and ready to learn;
- show respect for themselves, for others and for those in authority; and
- refrain from bringing anything to school that may compromise the safety of others.

Teaching staff have the additional responsibility to:

- help students work to their full potential and develop their self-worth;
- assess, evaluate and report student progress;
- communicate regularly and meaningfully with parent(s)/guardian(s);
- discipline fairly and consistently in a manner in keeping with the administrative regulation 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 citizenship; and
- safeguard students from persons or conditions which interfere with the learning process.

Parent(s)/guardians(s) has/have the additional responsibility to:

- attend to their child's physical and emotional well-being;
- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, clean, appropriately dressed, and prepared for school;
- ensure that their child attends school regularly and 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; and
- assist school staff in dealing with disciplinary issues.

In addition:

- students must be allowed to learn and teachers must be allowed to teach;
- The use of 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
- Damage to property in the school environment (including school grounds, school buses, on school excursions) is not permitted. Note: The principal may also apply these rules to a pupil when the pupil's conduct outside the school environment negatively impacts on the school.

Standards of Behaviour

Respect, Civility and Responsible Citizenship

All school members must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- 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 others;
- show proper care and regard for school property and property of others;
- take appropriate measures to help those in need;
- use non-violent means to resolve conflict;
- dress in a manner that is appropriate to school activities with regard to exposure, cleanliness and/or message;
- respect persons who are in a position of authority; and
- respect the need of others to work in an environment of learning and teaching.

Physical and Emotional (or Psychological) Safety

Weapons

The following will ***not*** be tolerated:

- possession of any weapons including but not limited to firearms, knives and others) or replica weapons
- use of any object to threaten or intimidate another person; and/or
- causing injury to any person with an object

Alcohol and Drugs

The following will ***not*** be tolerated:

- possession of, or 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; and/or intimidation

Non-physical Aggression

The following will ***not*** be tolerated:

- emotional, sexual, homophobic or racial actions that hurt an individual or a group of individuals;
- threatening physical harm, bullying or harassing others; and/or
- use of any form of discrimination.

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

Bullying

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

The behaviour by the pupil has 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 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.

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 adversely:

- affects a student's ability to learn.
- affects healthy relationships and the school climate.
- 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.

School Code of Conduct: Other Responsibilities

Dress:

Students must dress in a manner that is appropriate to school activities with regard to exposure, cleanliness and/or message. Students who fail to meet dress code may be required to change their clothing.

Cell Phones, Pagers other Personal Electronic Devices (PEDs)

Cell phones, pagers and other personal electronic devices are not to be used during instructional time without the permission of the teacher

Entertainment Items:

Radios, skateboards, roller blades/shoes, hacky sacs, balls and others are not to be used within the school. No skateboards or roller blades/shoes are to be used on school property. Failure to respect these rules may result in the item being temporarily confiscated. No water guns/balloons or other such toys are to be brought to the school as they contravene the school and board code of conduct.

Bus Discipline:

Riding a school bus is a privilege, not a right. A student who does not respect bus safety and/or rules, who engages in misconduct, may lose the privilege of bus transportation.

Smoking and the use of E-Cigarettes:

Smoking, vaping or the use of e-cigarettes is not permitted on school property. Smoking, vaping and the use of E-cigarettes on school property is a provincial offense and fines may be issued.

Snowballs:

Throwing snowballs can be a dangerous practice and jeopardize student and community safety. Students caught throwing snowballs will be suspended from school.

Inclement Weather:

In the event of inclement weather, the school remains open and classes will occur as regularly scheduled and students are expected to attend, unless otherwise notified by STSCO or the Board(usually communicated via a media release).

Firecrackers:

Students possessing or transporting any incendiary devices including, but not limited to, firecrackers, stink bombs and others, jeopardize the safety of themselves, other students and the community. Students in possession of these items will be suspended.

Dances:

Students will not be permitted to access lockers. Students must check their bags, coats and other non-essential items in a secured location. No student will be readmitted to a dance once they have left the

school building. Once a student is in the school, s/he must stay in the school until ready to leave. Parent pick-up is at 10:00 p.m.

Under the influence

If a student is deemed to be under the influence of alcohol, drugs or other controlled substance, at a school dance, that student may not be permitted to attend any other dances that school year including the semi formal and formal.

Students may not be under the influence of, or in possession of, drugs or controlled substances while on school or board premises or functions related to school. Students in violation face consequences of suspension and/or expulsion

NOTE: The Principal may also apply these rules to a pupil when the pupil's conduct outside the school environment negatively impacts the school.

Buses

In order that the Board may provide transportation in an efficient, economical and safe manner, students are required to observe the following guidelines:

- expect transportation from their own designated bus stop to school and return only;
- be at the pick-up point prior to the arrival of the bus;
- follow the recommended procedures when crossing the roadway;
- refrain from pushing or shoving when Boarding or leaving the bus;
- inform the driver if anyone is known to be absent;
- remain seated and not distract the driver while the bus is in motion or during loading and unloading procedures of other students;
- keep feet under the seat, and back packs, etc. out of the aisles;
- open a window only with the driver's permission;
- refrain from tampering with the emergency door or equipment;
- keep head, hands and arms inside the bus;
- refrain from throwing anything in, out, or at the bus, at any time;
- not smoke or use non-prescribed drugs or alcohol, or consume food or beverage on any school bus at any time;
- refrain from fighting or using obscene language on the bus;
- maintain a clean bus by using the containers provided for any debris;
- no in-line skates/skateboards are permitted on school buses;
- refrain from bringing firearms, ammunition, explosives and all other dangerous, disturbing and annoying objects on school buses;
- be responsible for any willful damage to the bus;
- realize that the driver is in complete charge of the bus and will report any misconduct.

Remember, access to busing is a privilege, not a right and a student may be denied the privilege of riding the bus for not observing regulations and instructions.

School Code of Conduct: Procedures

Search and Seizure

In alignment with our *Police/School Board Protocol*, school authorities have the right to search student school and personal property (such as, but not limited to; lockers, desks, purses, backpacks, pockets and other personal items) without permission, consent 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 among others). Police may be contacted if the search reveals such an item.

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.

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.

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.

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, in accordance with the Education Act, Ontario Regulation 472/07 - Behaviour, Discipline and Safety of Pupils. 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:

- warnings
- time-outs
- time-owed
- restricted privileges
- apology
- restitution (e.g., paying for damage, doing community service)
- suspension
- expulsion

The Principal, or their designate, will consider suspending a student if they believe that the pupil has participated in any of the following infractions:

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.

- Being under the influence of alcohol.
- Swearing at a teacher or at another person in a position of authority.
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
- Bullying.
- Persistent opposition to authority.
- Habitual neglect of duty.
- The willful destruction of school or Board property.
- The use of profane or improper language.
- Conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others in the school.
- Being involved in a physical altercation.
- Inappropriate physical contact.
- Failing to complete medical immunizations as required by the Public Health Department.

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).

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.

Students' Rights and Right to Appeals

Every student has the right to be respected as an individual and to be accorded the rights that are inherent in our society for all individuals. At the same time every student has responsibilities both to him/herself and to every other member of the school community.

Any student who feels that a decision made by someone in authority has been unfair may seek an interview with the Principal or Vice-Principal and the person concerned for clarification. If still not satisfied, an appeal can be made to senior administration at the Board Office. A suspension may be appealed to the Board of Education.

School Visitors

- Signs will be posted directing visitors to begin their visit at the office

SCHOOL LOCKDOWN

Although infrequent, the possibility of a major violent incident in one of our schools may be a reality. The level of preparedness to deal with such an incident by school staff, students and police will have a major impact on the outcome of the incident.

Remember, although police will be there to assist with training, implementation and drills, this plan is also the responsibility of the school. If a major incident occurs, it is highly unlikely the police will be in the school at the outset of the incident. The entire school including staff, students, administrators, and visitors must be prepared to implement this plan quickly and effectively.

Definitions

Lockdown:

Lockdown is used only when there is a major incident or threat of school violence within the school, or in relation to the school. The overuse or misuse of "lockdown" will result in staff/students becoming desensitized and not taking lockdowns seriously.

Hold and Secure:

Hold and Secure will be used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., if a bank robbery occurs near a school but not on school property). In this situation, the school continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved.

Shelter in Place:

Shelter in Place will be used for an environmental or weather related situation, where it is necessary to keep all occupants within the school to protect them from an external situation. Examples may include chemical spills, blackouts, explosions, or extreme weather conditions.

Roles

School Staff

School staff, and in particular administrators, have the overall responsibility for the safety and well-being of students. During a violent incident, administrators have additional responsibilities in terms of working closely with police.

Students

Students have a responsibility to be familiar with this plan and to respond quickly to the direction of staff during a crisis situation. In addition, any student with information or knowledge prior to or during a crisis situation must come forward with that information immediately. In almost every incident of major violence at a school, it was later learned that a student(s) had prior knowledge of what was going to take place but failed to tell anyone. The 'code of silence' must be broken in these types of situations.

Police

Police are responsible to respond to and investigate violent incidents as defined in this plan. During a violent incident, police will assume command and control of the response and investigation but will liaise and work closely with school administration throughout the process.

Parents/Guardians

Parents and guardians must be aware of the existence of this plan and shall reinforce with their children student responsibilities to follow directions during a crisis and disclose any information they may have prior to or during a crisis situation.

Procedures to End a Lockdown / Hold & Secure / Shelter in Place

Plans to conclude a lockdown will vary by location. Procedures may include a general announcement via the PA system by the principal. In an unplanned lockdown, a response from police will occur. There will be some sort of an identification process, so that the occupants of a locked room know that whoever is giving them the all-clear is in fact authentic. Local plans should include procedures for ending lockdowns at off-site evacuation locations.

Release from Lockdown: Announced/Unannounced Practice and Actual Lockdowns

To ensure that all members of the school community become familiar with confirming that release from a lockdown is authentic, **only the police** will declare an end to a lockdown by going from room to room to announce and end the lockdown.

Violent Situation

For the purposes of this plan, a violent situation is defined as a situation involving an individual or situation posing immediate harm to life (e.g., has a gun, knife, explosives or others). Although every effort is made to ensure a safe school environment, staff and students need to be aware of the possibility that a violent incident can occur at any time or in any location within/near a school.

It is critical to notify the office immediately. As well, if it is safe to do so without danger to yourself or others, obtain the following details for your report to the office:

- location and number of suspects;
- suspect moving or stationary;
- identity;
- description of physical appearance (i.e., clothing, build);
- description of weapons;
- possible motive or threats made; and
- any known injuries and location
- Bomb threats are not covered under these procedures.

SCHOOL LOCKDOWN

Upon hearing the School Lockdown announcement “**Lockdown, Lockdown, Lockdown**”, staff will immediately initiate lockdown procedures. During lockdown procedures, occupants will disregard the fire alarm system and school bells unless otherwise informed by the police. **School lockdown is in effect until cancelled by the Police.** It is possible that during a drill the Principal or designate will release students and staff from the Lockdown.

During a lockdown, there are steps that school staff members can take to ensure the safety and security of school occupants during a violent situation. Every attempt should be made to respond quickly and calmly.

Inside School Building

During a lockdown, staff will focus on taking care of students and ensuring they are directed out of harm’s way. If lockdown is implemented, staff will direct students to the closest secure area, remain with the students, and, if possible, lock doors to the area. Assess whether anyone is injured and the severity of injuries. Take appropriate measures to assist the injured without jeopardizing the safety of themselves or others.

Lockdown Procedures within Classrooms

- Students are to move away from doors and windows, remain quiet and follow staff/police instructions. The safest location is in a back corner, away from door, against a concrete wall.
- Individuals are to contact the office ONLY with vital information regarding incident.
- Cell phones are not to be used by staff or students unless communicating vital emergency information (excessive cell phone use in other violent incidents has shut down access to vital communication lines).
- Staff should attempt to take attendance and complete an attendance report.
- Disregard fire alarm system and school bells unless otherwise informed.
- Staff, students and any other occupants are to remain in the secure location until notified by appropriate personnel on what actions to take.

Lockdown Procedures within Library, Cafeteria and Other Open Areas

The library will be treated the same as a classroom for the purposes of a lockdown. Students who find themselves in the cafeteria at the beginning of a lockdown should make their way to a secure area if it is safe to do so. Students who are in other open areas of the school (e.g., halls) when a lockdown is announced are to enter the nearest classroom and remain there until released by emergency personnel (police).

Outside School Building

Not all students and staff will be inside the building when a violent incident occurs. If you are outside the building, follow the steps outlined below:

- DO NOT ENTER THE SCHOOL.
- Move as far away from the school as possible.
- Proceed to identified/designated area away from the school if possible.
- A staff who is at the designated area, should monitor that students remain in that area.