



Policy Section: **School Administration**

300

Policy Name: **Code of Conduct**

322

Policy Statement

It is the policy of the Keewatin-Patricia District School Board (KPDSB) that schools provide a safe learning and teaching environment by promoting an attitude of responsibility, respect, and civility among staff and students, and a commitment to academic excellence and life-long learning. The KPDSB promotes responsible citizenship through its character development using the Seven Grandfather Teachings as the foundation. The KPDSB attributes of good character are:

- Honesty
- Bravery
- Respect
- Humility
- Responsibility
- Wisdom
- Kindness

This policy is written under the umbrella of Safe and Supportive Schools Policy 321, in accordance with the Ontario Code of Conduct, which sets clear standards of behaviour. It specifies the consequences for student actions that do not comply with these standards.

These standards of behaviour apply not only to students, but also to all individuals involved in the KPDSB (i.e., students, parents/guardians, volunteers, Principals/Vice-Principals, teachers, and other staff members, etc.) whether they are on school property, on school buses, in before/after school programs, or at school authorized events or activities, or in circumstances where engaging in an activity could have a negative impact on the school climate.

Cross Reference
Police/School Board Protocol
Ontario Regulation 435
Education Act 305
PPM, 128, Provincial Code of Conduct
Policies:

207, Trustee Code of Conduct
319, Substance Use by Students
320, Appropriate Dress for Students
321, Safe and Supportive Schools
325, Access to Schools
329, Progressive Discipline & Promoting Positive Student Behaviour
330, Character Development
503, Equity and Inclusive Education
706, Employee Code of Conduct
708, Respectful Working & Learning Environment
709, Workplace Harassment

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009/06/2015; 05/03/2019

Review By: 2023

Rationale

All students, parents/guardians, teachers, and staff have the right to be safe, and feel safe in their school and community. With this right comes the responsibility to contribute to a positive school climate, to be law-abiding citizens, and to be accountable for actions that put at risk the safety of others or oneself.

Guidelines

(For definitions pertaining to this policy, see Appendix A)

It is the KPDSB's expectation that in a school environment:

- All members of the school community (i.e., students, parents/guardians, volunteers, Principals/Vice-Principals, teachers, and other staff members, etc.) will be governed by this Code of Conduct, whether they are on school property, on school buses, in before/after care programs, or at school-authorized events or activities, or in circumstances where engaging in an activity could have a negative impact on the school climate;
- All members of the school community will model and reinforce the attributes of good character;
- No members of the school community shall engage in bullying behaviours;
- All members of the school community will be treated with respect and dignity;
- All members of the school community must be aware of their rights and accept responsibility for protecting their rights and the rights of others, because responsible citizenship involves appropriate participation in the civic life of the school community;
- All members of the school community will use non-violent means to resolve conflict. Physical aggressive behaviour is not an acceptable way to interact with others;
- The possession, use, or threatened use of any object to injure another person is unacceptable;
- KPDSB personnel will work cooperatively with police and drug and alcohol agencies to promote prevention strategies and where necessary respond to members of the school community who are in possession of, or under the influence of, alcohol, illegal drugs, and/or cannabis (except by a medical cannabis user); and
- All members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner

characterized by respect and civility, because insults, disrespect, and other hurtful acts are unacceptable.

This Code of Conduct includes the following components:

1. Roles and Responsibilities

a) The KPDSB will:

- i) Develop and implement character development using the Seven Grandfather Teachings with an emphasis on building positive interpersonal relationships and respect for others, and oneself;
- ii) Implement and uphold the Code and Conduct and its standards for respect, civility, responsible citizenship, and physical safety;
- iii) Seek input from School Councils, and review this policy regularly with students, staff, parents/guardians, the Special Education Advisory Committee, the Indigenous Education Advisory Committee, volunteers, and the community;
- iv) Clearly communicate the Code of Conduct to all parents/guardians, students, and staff in a manner that invites their commitment and support;
- v) Ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship, and physical safety; and
- vi) Provide opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to promote student achievement and well-being in a safe, inclusive, and accepting learning environment.

b) Principals take a leadership role in the daily operation of a school by:

- i) Implementing and reinforcing the principle and practices of character development;
- ii) Being highly visible in their school and engaging in positive interactions with students;
- iii) Demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment;

- iv) Holding everyone under their authority accountable for their behaviour and actions;
 - v) Empowering students to be positive leaders in their school and community;
 - vi) Communicating regularly and meaningfully with all members of their school community;
 - vii) Developing a school code of behaviour in consultation with school staff and School Council; and
 - viii) Reviewing this code of behaviour annually with staff and School Council, and submitted to the Superintendent of Education if changes occur.
- c) Teachers, School Staff, and Volunteers under the leadership of Principals, maintain a positive learning environment and are expected to hold everyone to the highest standard of respect and responsible behaviour. As role models, staff uphold these high standards by:
- i) Modeling and reinforcing the attributes of good character development;
 - ii) Helping students work to their full potential and develop their self-worth;
 - iii) Empowering students to be positive leaders in their classroom, school, and community;
 - iv) Being highly visible in the school and engage in positive interactions with students;
 - v) Communicating regularly and meaningfully with parents;
 - vi) Maintaining consistent and fair standards of behaviour for all students;
 - vii) Demonstrating respect for one another, all students, parents/guardians, volunteers, and other members of the school community;
 - viii) Preparing students for the full responsibilities of citizenship; and
 - ix) Modeling appropriate demeanor and appearance for students.
- d) Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. The attributes of the KPDSB character development are demonstrated by:

- i) Coming to school prepared, on time, and ready to learn;
 - ii) Dressing appropriately by avoiding offensive clothes that depict racism, hatred, vulgarity, drugs, alcohol, and/or violence, are associated with gangs, or are too revealing;
 - iii) Showing respect to themselves, for others, and for those in authority;
 - iv) Refraining from bullying behaviour;
 - v) Refraining from bringing anything to school that may compromise the safety of others;
 - vi) Following the established rules and takes responsibility for their actions; and
 - vii) Refraining from engaging in activities which could have a negative impact on the school climate.
- e) Parents/Guardians play an important role in the education of their children and have responsibility to support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents/guardians fulfill this responsibility by:
- i) Modeling and reinforcing the attributes of good character development;
 - ii) Showing an active interest in their child's schoolwork and progress. For example:
 - Attending parent/teacher interviews, communicating regularly with the school, facilitating homework completion;
 - Helping their child be neat, appropriately dressed and prepared for school. Dressing appropriately means avoiding offensive clothes that depict racism, hatred, vulgarity, drugs and/or violence, are associated with gangs, words, or phrases with double meaning, or are too revealing;
 - Ensuring that their child attends school regularly and on time, rested and adequately nourished;
 - Reporting promptly to the school their child's absence or late arrival;
 - Becoming familiar with the provincial Code of Conduct, the KPDSB Code of Conduct, and school rules;
 - Encouraging and assisting their child in following the rules of behaviour; and assisting school staff in dealing with disciplinary issues.

- f) Police and Community Partners are essential in making our schools and communities safer.
- i) Police partnerships include:
- Providing an opportunity for police to develop an ongoing relationship with administrators, teachers, staff, and students;
 - Making presentations to students and school personnel;
 - Maintaining a presence at the school throughout the year (both on and off duty), at school events, and during regular school hours; and
 - Police investigation of incidents in accordance with the Police/KDSB Response Protocol.
- ii) Community partnerships include:
- Making presentations to students and school personnel; and
 - Delivering prevention or intervention programs.

2. Standards of Behaviour in the School Environment

a) Respect, Civility, and Responsible Citizenship

All members of the school community must:

- i) Respect and comply with all applicable federal, provincial, and municipal laws;
- ii) Demonstrate the attributes of good character: honesty, respect, responsibility, kindness, bravery, humility, and wisdom;
- iii) Respect differences in people, their ideas, and their opinions;
- iv) Treat one another with dignity and respect at all times, and especially when there is a disagreement;
- v) Respect and treat others fairly, regardless of their race, ancestry, place of expression, sexual orientation, age, marital status, family status, or disability;
- vi) Respect the rights of others;
- vii) Show proper care and regard for school property and the property of others;
- viii) Take appropriate measures to help those in need;
- ix) Refrain from bringing anything to school that may compromise the safety of others;

- x) Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- xi) Respect all members of the school community;
- xii) Respect the need of others to work in an environment that is conducive to learning and teaching; and
- xiii) Not to swear at a teacher, another person in a position of authority, or any member of the school community.

b) Physical Safety

- i) Weapons
No member of the school community may:
 - Be in possession of any weapons;
 - Traffic in weapons;
 - Use any object to threaten or intimidate another person; and/or
 - Cause injury to any person with an object.
- ii) Alcohol and Drugs
No member of the school community may:
 - Be in possession of, or under the influence of, or provide others with alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), or illegal drugs;
 - Traffic in alcohol, cannabis, or illegal drugs; and/or
 - Give alcohol, cannabis, or illegal drugs to minors.
- iii) Physical Aggression
No member of the school community may:
 - Inflict or encourage others to inflict bodily harm on another person;
 - Use physical aggression to resolve conflict; and/or
 - Commit robbery.
- iv) Sexual Assault
No member of the school community may:
 - Commit sexual assault.

c) Harassment and/or Intimidation

- No member of the school community may:
- i) Engage in bullying;
 - ii) Engage in harassment or intimidation of any type; and/or

- iii) Engage in hate propaganda or other forms of behaviour motivated by hate or bias.

d) Initiation

All members of the school community will refrain from initiation activities that are defined as 'hazing' (see Appendix A for definitions). Initiation activities that are designed to welcome new members or the school community must be approved by school administration.

e) Vandalism

No member of the school community may commit an act of vandalism that causes damage to school property, or to property located on the premises of the school.

3. Infractions and Consequences in the School Environment

Students must recognize and accept the responsibility that comes with the freedom to make decisions about their own behaviour. The severity of consequences will match the severity of the breach of the Code of Conduct. Consequences may be applied in an increasingly severe manner for continual violation of the Code of Conduct.

4. Opening and Closing Exercises in the School Environment

- a) All schools in the KPDSB will ensure that opening or closing exercises are held in accordance with the requirements set out in Regulation 435.
- b) The opening or closing exercises must included the singing of 'O Canada' and may include the recitation of a pledge of citizenship in the form set out in the regulations.
- c) The opening or closing exercises may include the singing of 'God Save the Queen' and may also include the following types of readings that impart social, moral, or spiritual values and that are representative of Ontario's multicultural society:

- i) Scriptural writings including prayers; and/or
 - ii) Secular writings.
- d) The opening or closing exercises may include a period of silence.
- e) A pupil is not required to participate in the opening or closing exercises in such circumstances as outlined in Regulation 435, which follows:
- i) In the case of a pupil who is less than eighteen (18) years old, if the pupil's parent(s)/guardian(s) applies to the Principal of the school for an exemption from the exercises; or
 - ii) In the case of a pupil who is at least eighteen (18) years old, if the pupil applies to the principal for an exemption from the exercises.

Appendix A

Code of Conduct Definitions

1. **“School Environment”** refers to activities that occur on school property, on school buses (whether for regular transportation to and from school, or for special activities), at all events or activities that are related to school, and in circumstances where engaging in an activity could have a negative impact on the school climate.
2. **“School Community”** refers to students, parents/guardians, volunteers, teachers, other staff members, all facility users, and service providers.
3. A **“Violent Incident”** is characterized by verbal or written threats, physical, emotional, or sexual abuse/harassment, or racial harassment by an individual or group of individuals which has the effect of impairing, or might have the effect of impairing, the health and welfare of any students or staff members.
4. **“Assault”** is defined in the Criminal Code of Canada and includes, but is not limited to, the actual application of force and the threatened or attempted application of force.
5. **“Sexual Assault”** occurs where a person, without consent, intentionally applies force, or intentionally threatens to apply force, to another person in circumstances of a sexual nature such as to violate sexually integrity of the victim.
6. **“Bodily Harm”** refers to any hurt or injury that is more than merely trifling or transient in nature which interferes with the health or comfort of the person and includes, but is not limited to, injuries that receive medical attention. Any cut that requires stitches, or any broken bone or fracture should be considered bodily harm. Bodily harm can also be multiple injuries.
7. **“Bullying”** is defined in subsection 1(1) of the Education Act, and refers to a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause, or should be known to cause, fear and distress, and/or harm to another individual including physical, psychological, social, or academic harm, harm to the individual’s reputation, harm to the

individual's property, or creating a negative environment at school. Bullying occurs in a context where there is a real or perceived power imbalance.

Bullying can be:

- Physical (i.e., hitting, pushing, tripping, etc.);
 - Verbal (i.e., name calling, mocking, making sexist/racist/homophobic comments, etc.);
 - Social (i.e., excluding others from a group, spreading gossip or rumours, etc.);
 - Electronic (i.e., spreading rumours, images, or hurtful comments, or impersonating another person through the use of e-mail, cell phones, text messaging, internet websites, blogs, or other technology, etc.); and/or
 - Written, or other means.
8. The Ontario Human Rights Code defines "**Harassment**" as engaging in a course of vexatious comment or conduct that is known or ought to be known as unwelcome. The Code specifically prohibits harassment because of race, ancestry, place of origin, ethnic origin, citizenship, creed, sex, age, record of offenses, marital status, sexual orientation, family status, or handicap.
9. "**Intimidation**" is defined in the Criminal Code of Canada and includes, but is not limited to, compelling another person to do anything, or preventing them from doing anything, he or she has a lawful right to do. Such actions may include, but are not limited to:
- Using threat of violence;
 - Persistent following of following in a disorderly manner;
 - Hiding property owned or used by the person or hindering the person or hindering their use of that property;
 - Besetting or watching the place where the person works or resides; and/or
 - Blocking or obstructing the person's passage.
10. "**Hazing**" is an unaccepted initiation activity by an individual or group which humiliates, demeans, harasses, or threatens to harm an individual or group.
11. A "**Trespasser**", under the Trespass to Property Act, is any individual not acting under a right or authority conferred by law. A trespasser is any individual who enters the premises, where entry is prohibited by means of a notice, engages in



Policy Section: **School Administration**

300

Policy Name: **Code of Conduct**

322

an activity prohibited under the act, or fails to leave the premises immediately after being directed to do so by the occupier of the premises, or a person authorized by the occupier. The Access to School Premises Regulation Section 305 of the Education Act, defines authorized entrants to the KPDSB premises.

12. **“Staff”** includes all employees of, or volunteers to, the Keewatin-Patricia District School Board.
13. A **“Gang”** is a group of persons who, while acting or congregating together, display a pattern of delinquency such as assault, intimidation, or harassment, which may result in violent activities.
14. **“Weapons”**, as defined by the Criminal Code of Canada, are anything use or intended for use in causing death or injury to persons whether designed for such purpose or not, or anything used or intended for use for the purpose of threatening or intimidating any person.
15. **“School Property”** includes schools, school property, buses contracted to the KPDSB, and any property associated with school field trips, or other school organized activities.