ARMOUR HEIGHTS SCHOOL CODE OF CONDUCT
School Motto: *We Welcome, We Include, We Learn!*

Rationale
Everyone has the right to be safe and to feel safe, welcome and included at school.

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.

Standards of Behaviour
- 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.
- Bullying and harassment in any form are wrong and hurtful. Bullying is aggressive and typically repeated behaviour that is intended to cause harm, fear or a negative environment for another individual. Bullying is an abuse of power, authority or control over another person or group. It is never acceptable.
- 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 in a manner that is fair and appropriate, to build relationships that are respectful. Restorative practice is one strategy we use to prevent, and repair the harm caused by, bullying and exclusion.
- We also use progressive discipline to prevent and respond to behaviour that violates this Code of Conduct. Consequences for unacceptable behaviour may range from warnings, to suspension or expulsion.

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. This 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.

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/ guardians have additional responsibilities unique to their roles.

2.2 Additional Student Responsibilities
- 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, 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.

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 & 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 & 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 another 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.

In addition, at Armour Heights the following expectations are in place to promote safety and a healthy classroom/school environment:
- snow, sand, pea stone or any other objects that can cause injury may not be thrown or kicked
- clothing with inappropriate messages or images (such as reference to drugs, violence, alcohol, disrespect towards others) and/or which do not cover undergarments and/or result in inappropriate exposure of skin is not permitted (this includes spaghetti straps, halter tops and

short skirts/shorts as determined when arms are relaxed and fingertips extend below the length of the short/skirt, or straps on shirts are less than 3 fingers wide)
- hats are not to be worn inside unless a teacher requests special permission for a special event
- gum is not to be chewed in the building unless a teacher requests special permission to allow gum chewing for a special event
- a demonstration of respect with regards to the use of scented products. Spray deodorants and body sprays are not permitted at school.
- the Computer Use Agreement must be followed
- smoking and consumption of alcohol on all school premises, including the parking lot, playground and bus is prohibited
- students are not to leave school property during the school day unless they are with an adult. A signed note is required from the parent if a student is to accompany an adult other than his/her parent/guardian. Any exceptional circumstances must be discussed with the Principal. Students must sign-in/out at the office to ensure safety.
- respect for the environment will be shown by keeping our school and playground free from litter and a conscious effort to reduce/reuse/recycle will be encouraged
- wheeled forms of transportation (e.g., skateboards, scooters, roller blades etc.) must be stored in the office area and are not permitted to be used on school property or in the hallway/classrooms. Bikes are to be secured at the bike rack.
- the use of cell phones is not permitted during instructional time and cell phones must be turned off and out of sight. If a student needs to make a phone call, regular school procedures will be followed.
- the use of personal electronic devices (PED), including cell phones, is a privilege during non-instructional times and must be used respectfully and safely. While texting during this time is permitted, phone calls are to be made from the office area. Taking/using photographs without the permission of others is not allowed.
- the appropriate use of personal electronic devices (PED) by the owner will be permitted upon consultation with Administration.

5. School Code of Conduct Procedures

5.1   Signage
Signs will be posted directing visitors to begin their visit at the office.

5.2   Nutrition/Recess Breaks
Students are expected to be in their seats during the eating portion of nutrition breaks. Students are expected to be outdoors during recesses except in inclement weather conditions. Permission for entering the building will be given by a staff member.

5.3   Hallways
Students shall have permission from a staff member to be in the hallway and shall move quietly so as not to disturb the learning of others. The middle stairwell is out of bounds.

5.4   Signing-in and out of the school
Students leaving school early or arriving late must sign in/out at the office to ensure safety.

5.5   Bus
Students must follow the school code of conduct while riding the bus. Students are not permitted to ride on a different bus. Riding the bus is a privilege.

6. Strategies to Promote Positive Student Behaviour

At Armour Heights Public School, we work to build a welcoming, warm, supportive environment which nurtures each individual's sense of self-worth and self-discipline. Our proactive focus includes an emphasis on academic excellence, modelling of appropriate behaviour, the KPR Character Education attributes and various co-curricular activities.

Our school is a community of students, parents, staff and community members who believe in working together to enable our students to grow into responsible, productive, healthy and caring citizens. Such growth requires the practise of self-discipline, being responsible for one's own behaviour, choosing to use non-violent methods in solving problems, and learning to respect others and our environment.

6.1 Prevention Strategies
Schools in KPR promote academic excellence through the character attributes of respect, integrity, responsibility, honesty, 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 & 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/detentions
- restorative conversation
- completing a problem report
- communication with parents
- restricted privileges
- supervised work period in alternate location
- apology
- police contact
- restitution (e.g., paying for damage, doing community service)
- suspension
- expulsion.

7.2 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
  - 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 behavior 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 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.

(Infractions, continued):
- 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.

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 RESTORATIVESCHOOLS: Discipline/Promoting Positive Student Behaviour/Code of Conduct (Regulation Code: ES-1.1.1A)
POSITIVE STUDENT BEHAVIOUR/ Policy (Code Reference: ES-1.1)

Information Regarding Search and Seizure
School administrators will respect the privacy of each person and have the authority to search school property such as lockers, desks etc. without notice or permission of any person as directed by the Education Act. Personal property such as knapsacks, purses, etc. may become subject to search according to Board Policy.

The Kawartha Pine Ridge District School Board is committed to providing safe learning environments for all students, staff, school visitors and community members. When students behave inappropriately, principals may use progressive discipline to help students take

responsibility for their actions, change their behaviour, learn from their mistakes and make things right. The Community Threat Assessment Protocol outlines how a school responds immediately to serious threatening behaviour. In situations where there is a concern for safety due to serious threatening behaviour, the principal may choose to utilize the Community Threat Assessment Protocol to gather information and seek appropriate support.

Promoting Respect through Student Clubs/Groups/Activities
In keeping with the Board's Equity, Diversity and Inclusion policy (B-3.2) and administrative regulation (B-3.2.1), all schools within KPRDSB, including Armour Heights PS, welcome and support students who wish to lead or participate in school clubs, groups, or activities that promote safe, accepting, equitable, positive, diverse, and inclusive environments. This includes activities that promote anti-racism, gender equity, respect for people living with disabilities, and for people of all sexual orientations, gender identities and expressions (including clubs, groups or activities with the name Gay-Straight Alliance or GSA).