



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

ADMINISTRATIVE REGULATIONS

Section: Educational Services

- Student Welfare

Regulation: SAFE, CARING AND RESTORATIVE
SCHOOLS: DISCIPLINE/PROMOTING
POSITIVE STUDENT BEHAVIOUR/
CODE OF CONDUCT

Regulation Code: ES-1.1.1
Policy Code Reference: ES-1.1
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This administrative regulation is written in accordance with the guiding principles in Board Policy No. ES-1.1, Safe, Caring and Restorative Schools.

1. Guiding Principles

- The goal of the policy is to support a safe, inclusive, and accepting learning and teaching environment in which every student can reach their full potential.
- All inappropriate student behaviour, including bullying, must be addressed.
- Responses to behaviours that are contrary to the Board's Code of Conduct for Students must be developmentally appropriate.
- Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours.
- The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices.
- Information in the student's Individual Education Plan (IEP) must be considered in the determination of interventions, supports, and consequences for students with special education needs.
- The Board and school administrators, must consider all mitigating and other factors, as required by the Education Act and as set out in Ontario Regulation 472/07.

2. **Discipline**

- 2.1 Discipline in schools will promote the integrity of the individual, the rights of all persons in the school and the responsibilities of those persons to the school community. School staff will employ a progressive discipline approach to inappropriate actions by making use of a continuum of interventions, supports and consequences, to promote positive behaviours.

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- 2.1.1 Discipline practices shall treat all school community members (students, parent[s]/guardian[s], staff, others i.e. visitors, volunteers) with dignity and respect while ensuring the safety of all.
- 2.1.2 Discipline will be fair, firm, consistent, and progressive where appropriate.
- 2.1.3 Discipline will promote the development of skills for self-control, self-awareness and critical thinking. Any form of corporal punishment, sarcasm, humiliation, and/or ridicule is unacceptable.
- 2.1.4 Non-violent physical intervention may be required where a student's behaviour presents a clear and imminent risk of injury to the student and/or others.
- 2.1.5 Principals shall report non-violent physical interventions outlined in Item 2.1.4 on the appropriate forms.
- 2.1.6 Principals shall consider a consultation with the Children's Aid Society when a pupil under the age of 12 years is behaving in a severely self-destructive and/or aggressive manner.
- 2.1.7 Principals shall outline for Board employees who report incidents that occur at school, at a school-related activity or in circumstances where the activity will have a negative impact on the school climate and could lead to possible suspension or expulsion, how to complete the Serious Student Incident Report Form electronically.
- 2.1.8 When an incident report is received, the principal shall ensure:
- 2.1.8.1 if action is taken, the form with documentation is kept in the appropriate student's Ontario Student Record (OSR) for a minimum of one year. All names of students other than the name of the student in whose OSR the form is filed have been removed;
 - 2.1.8.2 that a report number is assigned to each report. This will result in a complete documentation of the progressive discipline that has been used with a student; and

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- 2.1.8.3 that no information regarding the incident is to go into the victim's OSR unless specifically requested by the victim or the parent(s)/guardian(s) of the victim.
- 2.1.9 The principal shall contact the parent(s)/guardian(s) of the victims of incidents for which suspension or expulsion of the aggressor must be considered unless:
- 2.1.9.1 the victim is 18 years old or over;
- 2.1.9.2 the victim is 16 or 17 years old and has withdrawn from parental control; or
- 2.1.9.3 if, in the opinion of the principal, contacting the parent(s)/guardian(s) would put the victim at risk of harm from the parent(s)/guardian(s).
- 2.1.10 When a principal decides not to notify the parent(s)/guardian(s) of the victim, the principal shall:
- 2.1.10.1 document the rationale for the decision;
- 2.1.10.2 notify the staff member who reported the incident;
- 2.1.10.3 notify the superintendent; and
- 2.1.10.4 refer the student to a community agency that can provide appropriate, confidential support to the victim.
- 2.1.11 When notifying the parent(s)/guardian(s) of a victim, the principal shall disclose the following:
- 2.1.11.1 the nature of the incident that harmed the pupil;
- 2.1.11.2 the nature of the harm to the pupil; and
- 2.1.11.3 the steps taken to protect the pupil's safety, including the nature of any discipline in response to the incident and the supports that will be provided for the pupil in response to the harm that resulted from the activity.

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2.1.12 The principal shall not share the name of the aggressor or any other identifying information beyond what is listed above.

2.1.13 The principal shall, as soon as reasonably possible, notify the parent(s)/guardian(s) of any pupil of the school who the principal believes has engaged in the activity that resulted in the harm.

2.1.14 Every elementary and secondary school shall have a code of conduct, consistent with the Ontario Code of Conduct, which is reviewed annually by the supervising superintendent which communicates to all members of the school community the types of behaviour expected from them.

3. Promoting Positive Student Behaviour

3.1 All Board employees are to take all allegations of gender-based violence, homophobia, sexual harassment, inappropriate sexual behaviour and bullying seriously. Staff are to act in a timely, sensitive and supportive manner.

3.2 Board employees working directly with students must support students, including those who disclose or report such incidents, by:

3.2.1 providing contact information about professional supports; and

3.2.2 making this information readily available to students who wish to discuss issues of healthy relationships, gender identity, and sexuality.

3.3 Each school shall evaluate the effectiveness of their progressive discipline approaches through the use of school climate surveys which are to be conducted every two years. Survey results are to be shared with the Well-Being Team on strategies built into the school improvement plans regarding issues identified through the climate survey.

3.4 Whole school approaches to bullying prevention and intervention plans shall be included in the School Improvement Plan with the following required elements:

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

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- 3.4.1.1 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:
- 3.4.1.1.1 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
 - 3.4.1.1.2 creating a negative environment at a school for another individual.
- 3.4.1.2 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.
- 3.4.1.3 cyber-bullying includes bullying by electronic means including:
- 3.4.1.3.1 creating a web page or blog in which the creator assumes the identity of another person;
 - 3.4.1.3.2 impersonating another person as the author of content or messages posted on the internet; and
 - 3.4.1.3.3 communicating inappropriate material electronically to one or more than one individual or posting inappropriate material on a website that may be accessed by one or more individuals;
- 3.4.1.4 bullying adversely affects a student's ability to learn.
- 3.4.1.5 bullying adversely affects healthy relationships and the school climate.

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3.4.1.6 bullying adversely affects a school's ability to educate its students.

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

3.4.2 Prevention and awareness raising strategies.

3.4.3 Intervention and support strategies including plans to protect the victim.

3.4.4 Notification of parents.

3.4.5 Reporting requirements.

4. School Code of Conduct

4.1 Standard and required elements for each school Code of Conduct shall be consistent with the Ontario Code of Conduct, and the Board's Code of Conduct for Students, implemented in order to establish a consistency of expectations across the Board's jurisdiction. The elements and standard format are provided in Appendix A.

4.2 Each school Code of Conduct shall state:

4.2.1 the strategies and consequences which will promote self-discipline and good citizenship;

4.2.2 clearly, the rights and responsibilities with regard to acceptable and unacceptable behaviour for all members of the school community;

4.2.3 unequivocally, that the use of any 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;

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- 4.2.4 that damage to property in the school environment (including school grounds and school buses) is unacceptable; and
- 4.2.5 clear, fair and logically related consequences for unacceptable behaviour.
- 4.3 When developing or reviewing the school Code of Conduct, the principal shall consider the views of school council and should seek input from students, staff, and parent(s)/guardian(s), and other members of the school community. It must be communicated regularly to all members of the school community to ensure awareness. Principals shall establish a communication plan by which students will be advised of the Code of Conduct on a regular basis, i.e. assemblies, newsletters, announcements, and/or orientation package for new students.
- 4.4 The school Code of Conduct must be prominently displayed in the school.
- 4.5 The school Code of Conduct shall be reviewed with school community members at least every three years.

Established: May 4, 1998 Revised/Reviewed: January 23, 2001
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