

BALTIMORE CODE OF CONDUCT

Motto: "Learning While Caring"

Our vision for Baltimore Public School encompasses our belief in the following:

- a quality of education which addresses the importance of the whole child's development: academic, physical, mental and emotional
- the importance of our children becoming responsible, self-supporting individuals
- the individual worth of each student, staff and community member
- support of our Board's Safe Schools Policy
- the inclusion of each child as an important part of the whole school
- the value of open ongoing dialogue, exchanges and reflections, which allows for a valued home and school partnership.

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 and 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 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 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 etc.) without permission 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 (example; drugs, a weapon etc.) Police may be contacted if the search reveals such an item.

5.2 Student Information A **Student Verification Sheet** is sent home for each child in September to be verified, signed and returned ASAP. If there are changes in a job, an emergency contact person, custody, etc., this information should be reported to the school secretary so that our records are accurate and up to date. **It is critical that the information provided on the Student Verification Sheet, including emergency contact and medical needs, is kept up to date.**

5.3 Nut Safe School In order to protect students and staff from an anaphylactic reaction (which could result in death), Baltimore School is a nut safe school. Please do not send peanut butter or any foods that contain nuts, nut oil etc. to school. Your co-operation in this regard is vital and greatly appreciated. The safety of every child is our utmost concern.

5.4 Signage

- Signs will be posted directing visitors to begin their visit at the office.
- Signs will be posted explaining the use of the Safe Welcome door bell. All other door will remain in a locked position throughout the school day.

5.5 Entrance and Exits

- Students will use the entrance assigned to them at the beginning of the year by teachers
- Doors will be locked during instructional times
- Students may enter the front door when picking up a late slip
- Students will remain outside at recess unless given permission to be inside the school and must be supervised while inside

5.6 Visitors Under the Safe Schools Act, all visitors to the school **MUST** report to the office before proceeding elsewhere in the school. Visitor must sign in and wear a badge while in the school. Visitors should enter and exit the building through the front doors since other doors are locked during the day.

5.7 Dress Code Students are to wear street clothes that demonstrate an acceptable level of cleanliness, and tidiness. Clothing should be appropriate for the student's age and activity. Indoor shoes must be worn inside the school. Clothing must not carry messages that promote illegal behaviour, discrimination, hate or racial slurs or inappropriate language. Clothing should cover body parts appropriately to protect from sun damage (e.g. no bare shoulders, midriffs, short shorts, backless tops etc.) A general test will be: Straps should be three fingers wide and undergarments shall be covered, tops should cover the torso. Shorts and skirts should reach the end of the finger tips when arms are at your side and hats are for outdoor wear.

5.8 Absences and lates In order for children to receive the most benefit from the school program, students must attend school daily, unless they are ill. Frequent and/or lengthy absences may affect individual student progress. A note to the teacher upon the child's return is necessary. **If your child will be late or absent, please call the school at 372-2431 any time during the day or night (answering machine) to inform us.** late must report to the office to be admitted to class. **Yard supervision begins at 9:05 am Students should not arrive prior to this time.**

Please be advised that students will only be permitted to leave the school when picked up by a parent (other than normal dismissal times). If your child is being picked up by a relative or friend, **a note signed by the parent is required**. Send a note to the teacher and report to the office if you are picking your child up early. **We will not release your child into the care of anyone other than parents without written communication.**

In cases of illness or injury in school, the school will notify, in order ... the parents, or the emergency contact person(s) and/or the ambulance (if emergency). Therefore, it is important that all student records regarding residence or phone numbers be kept up to date. Inform the school office as soon as any changes take place. All such information is kept confidential. Parents must provide a local emergency contact name and phone number.

5.9 Field Trips and Excursions Class trips are approved through the school office as worthwhile, safe, learning experiences. Adult supervision is mandatory on all excursions. Permission forms for all excursions off school property **MUST** be signed by a parent/guardian and returned to the school or the child will not be allowed to participate. **NOTES WILL NOT BE ACCEPTED - MUST BE ON SCHOOL-ISSUED FORM** due to liability. Non-participating students will attend school as normal and work under supervision in a classroom.

Every effort will be made to ensure that all students wishing to participate will not be excluded. No child will ever miss out on a trip or special event due to financial constraints. Please contact the Principal if you have any concerns. Parent volunteers are often required to assist with supervision on school trips. Supervising parents **MAY NOT** bring other siblings on school trips. Please be sure you have an up to date Police Record Check, with a Vulnerable Sector Screening, if you plan to volunteer.

5.10 Recess Fresh air and exercise are important for good health. Students are expected to go outside for both recess periods unless they are involved in activities within the school. Children should come to school dressed appropriately for the weather conditions that day

5.11 Personal Items In order to reduce the loss of items brought to school, articles of clothing should be clearly **LABELLED** with the child's first and last names. Students should leave valuable items (such as electronic games) at home. As well, lasers and walkie-talkies are not permitted on school property. The school will not assume responsibility for the security of any personal items brought to school. We teach honesty and trust. It is impossible for us to police alleged infractions when valuable items go missing. Labelled clothing assists in returning misplaced items to their rightful owner. Also, the Lost and Found in the hallway will become less of a necessity if all items are labelled.

5.12 Bicycles, Skateboards and other Valuables: Racks are provided at the front of the school for the storage of bicycles. Bicycles and skateboards are not to be ridden on school property; instead should be walked from the streets. Students must wear helmets. Bicycles and skateboards are the student's responsibility, and should be stored safely and/or locked. Students not following safety practices will be asked to leave their bikes and/or skateboards at home. Students are encouraged to leave valuables at home. Large sums of money should not be brought to school. Though we attempt to find lost, misplaced, stolen items, this is not always possible. As well, we ask students to leave the following items: cards (such as Pokemon or Digimon), gameboys, and personal stereos at home. Arguments, lost/stolen items cause far too many difficulties on the playground and on the bus.

5.13 School phone: Parents are requested to send written notes with their children to school to inform us of any changes to your child's normal routine (appointments, early dismissal, etc.) If a student need to contact home they are required to report to the office and seek permission to use the school phones. The school telephone is available to students for emergency purposes only.

5.12 Personal Electronic Devices

PED's shall include laptops, netbooks, tablets, phones, portable audio devices (ipods, MP3 players), handheld game consoles, cameras, and camcorders

- Recess is for physical activity and a social time – students must keep all PED's inside the school during this time so they can engage in appropriate recess play
- Appropriate use of PED's will be directed by staff and will include instructional purposes, as a resource or aid for learning, as an accommodation for individual students,
- While the safest place for PED's is at home, unless otherwise directed by staff, PED's are expected to be in knapsacks during instructional time. If kept in student desks they can be distracting

- Inappropriate use will include any use that disrupts the academic day or the teaching environment, any use that violates a person's reasonable expectation of privacy – or compromises safety (e.g. the posting of photos on the internet such as YouTube, Facebook, Instagram)
- PED's are not permitted in the washrooms or another area designated as inappropriate by the principal.
- Consequences will include turning PED's over to staff until the end of the school day. Repeated and ongoing infractions will mean turning the PED over to the principal who will request that parent/guardian pick up device from school. Once turned in, school staff will make every reasonable effort to protect the PED until it is returned to the student or the parent/guardian. In some cases the principal may prohibit a student from having a PED at school.

5.14 Parking, Drop-off, Pick-up and Student Safety

- Please obey all "No Parking" signs and designated spots for "Handicapped Parking"
- If you choose to drive your child to school in the morning and/or pick them up at the end of the day, you must park your car in a marked spot in the parking lot or along the curb on the south side of Burwash Road.
- There is a designated "kiss and drive area". As you enter the parking lot drive in a counter clockwise pattern to the curb area just in front of the playground entrance area. The drop area is only for you to drive up to allow your children to exit the vehicle and then move on. If you need to get out of your vehicle you should not be in this area.
- If you are exiting your vehicle it must be parked and turned off in a designated parking spot. The designated spots are clearly indicated in our parking lot. Young children should be met near the exit door and accompanied to the vehicle.

5.15 Inclement/ Weather Bus Cancellations

- Bus operators are responsible for cancelling, shortening or delaying bus runs.
- Bus changes are broadcast on 93.3 FM or 107.9 FM As well, you will find any changes on the Board's website STSCO.ca
- **If a school bus does not run in the morning due to inclement weather, it will not run in the afternoon. Therefore, if you choose to bring your child to school when the buses are not running you must pick them up after school.**

Please remember: The decision about whether or not the student is sent to school in bad weather rests with the parent

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, 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:

- **Bullying, by definition, is aggressive and typically repeated behavior 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 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.
 - 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.

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)