

**ÉCOLE
DUKE OF CAMBRIDGE**

47 Liberty St N Bowmanville, Ontario

L1C 2L8

Telephone 905-623-5437

Fax 905-623-2598

**Code of Conduct
2018-2019**

ECOLE DUKE OF CAMBRIDGE

Code of Conduct

1. Rationale

The Ministry of Education requires that all schools develop a code of conduct which communicates to all the members of the school community the standards of behaviour expected from them. Members of the school community include: students, staff, parent(s)/guardian(s) and others such as visitors, volunteers.

The Board recognizes that all students, parents, 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 community.

2. Responsibilities

In order to uphold the right of all school members to access a safe school community, there are a number of corresponding responsibilities for which all school members must be accountable to ensure a safe and/or positive learning environment.

2.1 Common School Community Member Responsibilities

Everyone has the responsibility to:

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

2.2. Additional Student Responsibilities

Each student has the additional responsibility to:

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

2.3 Additional Teaching Staff Responsibilities

Teaching staff have the additional responsibility to:

- 2.3.1 help students work to their full potential and develop their self-worth;
- 2.3.2 assess, evaluate and report student progress;
- 2.3.3 communicate regularly and meaningfully with parents;
- 2.3.4 discipline fairly and consistently in a manner in keeping with the Administrative Regulation on discipline and the school code of conduct;
- 2.3.5 be on time and prepared for all classes and school activities;
- 2.3.6 prepare students for the full responsibilities of citizenship; and
- 2.3.7 safeguard students from persons or conditions which interfere with the learning process.

2.4. Additional Parent(s)/Guardian(s) Responsibilities

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

- 2.4.1 attend to their child's physical and emotional well-being;
- 2.4.2 show an active interest in their child's school work and progress;
- 2.4.3 communicate regularly with the school;
- 2.4.4 help their child be neat, clean, appropriately dressed and prepared for school;
- 2.4.5 ensure that their child attends school regularly and on time;
- 2.4.6 promptly report to the school their child's absence or late arrival;
- 2.4.7 become familiar with the Code of Conduct and school rules;
- 2.4.8 encourage and assist their child in following the rules of behaviour; and
- 2.4.9 assist school staff in dealing with disciplinary issues.

3. Standards of Behaviour

3.1 Respect, civility and responsible citizenship

All school members must:

- 3.1.1 respect and comply with all applicable federal, provincial and municipal laws;
- 3.1.2 demonstrate honesty and integrity;
- 3.1.3 respect differences in people, their ideas and opinions;
- 3.1.4 treat one another with dignity and respect at all times, and especially when there is disagreement;
- 3.1.5 respect and treat others fairly, regardless of their race, religion, ancestry, place of origin, colour, ethnic orientation, age or disability;
- 3.1.6 respect the rights of others;
- 3.1.7 show proper care and regard for school property of others;
- 3.1.8 take appropriate measures to help those in need;
- 3.1.9 use non-violent means to resolve conflict;
- 3.1.10 dress in a manner that is appropriate to school activities with regard to exposure, cleanliness and/or message;
- 3.1.11 respect persons who are in a position of authority; and
- 3.1.12 respect the need of others to work in an environment of learning and teaching.

3.2 Physical and Emotional (or Psychological) Safety

3.2.1 Weapons

The following will not be tolerated:

- 3.2.1.1 possession of any weapon or replica weapon, including but not limited to firearms;
- 3.2.1.2 use of any object to threaten or intimidate another person; and
- 3.2.1.3 causing injury to any person with an object.

3.2.2 Alcohol and Drugs

The following will not be tolerated

- 3.2.2.1 possession of, or under the influence of, or providing others with, alcohol or illegal drugs.

3.2.3 Physical Aggression

The following will not be tolerated

- 3.2.3.1 inflicting or encouraging others to inflict bodily harm on another person; and/or
- 3.2.3.2 intimidation

3.2.4 Non-Physical Aggression

The following will not be tolerated:

- 3.2.4.1 emotional, sexual or racial actions that hurt an individual or a group of individuals;
- 3.2.4.2 threatening physical harm, bullying or harassing others; and
- 3.2.4.3 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.

4. School Code of Conduct Rules

- 4.1 students must be allowed to learn;
- 4.2 teachers must be allowed to teach;
- 4.3 physical, verbal (oral or written), sexual or psychological abuse, bullying, or discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, or handicap (Human Rights Code, R.S.O. 1990, c. H. 19, s. 1) is not permitted; and
- 4.4 damage to property in the school environment (including school grounds, school buses, on school excursions) is not permitted;
- 4.5 smoking and consumption of alcohol on all school premises are not permitted, including the parking lot and playground;
- 4.6 students must follow all bus rules, respect the driver and cooperate with bus patrollers;
- 4.7 playground Equipment Safety Guidelines must be followed;
- 4.8 snow, pea stone and any other objects that can cause injury may not be thrown or kicked;
- 4.9 Ecole Duke of Cambridge Street Public School's Homework Policy shall be adhered to;
- 4.10 clothing with inappropriate messages or images and/or which do not cover underwear and/or result in inappropriate exposure is not permitted (this includes muscle shirts, saggy pants, spaghetti straps, halter tops, short shorts, short skirts);
- 4.11 hats, defined as anything that covers the head, are not to be worn in classroom;
- 4.12 unless there are extenuating circumstances, outdoor coats, vests, and snow pants shall not be routinely worn in class;
- 4.13 in order to maintain a healthy classroom environment, gum chewing is not permitted at school. A teacher may request permission to allow gum chewing in their class on a particular day for a special event.
- 4.14 the Computer Use Agreement must be followed;
- 4.15 students are not permitted to leave school property during the school day unless they are with an adult. A note is required from the parent if a student is to accompany an adult other than his/her parent(s). Any exceptional circumstances must be discussed with the principal. Students must sign in and out at the office to ensure safety;
- 4.16 respect for our environment will be shown by keeping our school and playground free from litter;
- 4.17 the use of cell phones and other personal electronic devices (PEDs) is not permitted at school. Students may bring such items to school but they must be safely stored in backpacks upon their arrival at school and not used during the school day without the express permission of the principal or a teacher. The school is not responsible for loss or damage of these items.

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.

5. School Code of Conduct Procedures

- 5.1 Signage directing visitor(s) to begin their visit at the office.
- 5.2 Students are expected to be outdoors during recesses except in inclement weather conditions. Permission for entering the building will be given by the teachers on duty during recesses.
- 5.3 Students shall move quietly in the halls so as not to disturb the learning of others.
- 5.4 Students leaving school during the day or arriving late must sign in and out of the office to ensure safety.

6. Strategies to Promote Acceptable Behaviour

At Duke of Cambridge 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 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

The following are examples our school community employs:

- 6.1.1 establish positive school climate, based on our school philosophy: "A school that cares about children",
- 6.1.2 maintain effective classroom management,
- 6.1.3 use of encouragement, reinforcement, and rewarding,
- 6.1.4 promote social skills development,
- 6.1.5 provide anger management programs,
- 6.1.6 utilize peer counselling and conflict resolution,
- 6.1.7 use of home-school communication in a partnership to help students develop responsible behaviour and social growth,
- 6.1.8 clearly communicate expectations,
- 6.1.9 set appropriate standards towards which students are expected to work diligently to the best of their ability.

6.2 Supportive Intervention Strategies

The following are examples our school community employs:

- 6.2.1 use of teachable moment,
- 6.2.2 use of verbal redirection, reminders and reinforcement,
- 6.2.3 use of active listening,
- 6.2.4 use of choices,
- 6.2.5 use of problem solving techniques,
- 6.2.6 use of behavioural contracts,
- 6.2.7 involving outside agencies,
- 6.2.8 use of interviews/discussion, and
- 6.2.9 use of school/Board/community resources.

7. Consequences for Unacceptable Behaviour

Consequences shall be appropriate to the individual, related to the circumstances and/or actions and progressive where appropriate.

7.1 Discipline is learning from one's mistakes. Students are expected to learn strategies to prevent unacceptable behaviour from reoccurring. Possible consequences include...

- 7.1.1. restorative practice
- 7.1.2 warnings,
- 7.1.3 time-outs (in school or on the yard),
- 7.1.4 time-owed, detentions,
- 7.1.5 making apologies
- 7.1.6 completing problem report,
- 7.1.7 communication with parents,
- 7.1.8 restricted privileges, missing class/school outings,
- 7.1.9 removal from class (supervised work period in alternate location),
- 7.1.10 restitution, i.e. paying for damaged property, community service,
- 7.1.11 loss of bus riding privileges
- 7.1.12 police contact,
- 7.1.13 suspension; and
- 7.1.14 expulsion.

7.2 In accordance with provincial directives, parent(s)/guardian(s) and pupils are advised that the following infractions will result in a suspension and will be considered for expulsion:

7.2.1 The pupil commits one (1) or more of the following infractions while at school or engaged in a school-related activity

7.2.1.1 possessing a weapon including a firearm,

7.2.1.2 using a weapon to cause or to threaten bodily harm to another person,

7.2.1.3 committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner,

7.2.1.4 committing sexual assault,

7.2.1.5 trafficking in weapons or in illegal drugs,

7.2.1.6 committing robbery, and/or

7.2.1.7 giving alcohol to a minor;

7.2.2 the pupil commits an infraction in the school community, for which a mandatory expulsion is required and the infraction has an adverse effect on the school;

7.2.3 the pupil's pattern of behaviour is so refractory that the pupil's presence is injurious to the effective learning environment of others;

7.2.4 the pupil has engaged in activities that

7.2.4.1 cause the pupil's presence in the school to be injurious to the physical or emotional well being of other pupils or persons in the school, and/or

7.2.4.2 cause extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school; and

7.2.5 the pupil demonstrated, through a pattern of behaviour that the pupil has not prospered by the instruction available and that the pupil is persistently resistant to making the changes in behaviour which would enable the pupil to prosper.

7.3 In accordance with provincial directives, parents/guardians and pupils are advised that the following additional infractions may result in a suspension and may be considered for expulsion:

7.3.1 the pupil commits an infraction in the school community, and the infraction has an adverse effect on the school;

7.3.2 the pupil's pattern of behaviour is so refractory that the pupil's presence is injurious to the effective learning environment of others;

7.3.3 the pupil has engaged in activities that

7.3.3.1 cause the pupil's presence in the school to be injurious to the physical or emotional well being of other pupils or persons in the school, and/or

7.3.3.2 cause extensive damage to school property at the pupil's school or to property located on premises of the pupil's school; and

7.3.4 the pupil demonstrated, through a pattern of behaviour that the pupil has not prospered by the instruction available and that the pupil is persistently resistant to making the changes in behaviour which would enable the pupil to prosper.

7.4 In accordance with provincial directives, parents/guardians and pupils are advised that the following infractions may result in a suspension:

7.4.1 uttering a threat to inflict serious bodily harm on another person,

7.4.2 possessing alcohol or restricted drugs

7.4.3 being under the influence of alcohol

7.4.4 swearing at a teacher or at another person in a position of authority, and/or

7.4.5 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.

7.5 In addition, the Kawartha Pine Ridge District School Board will also consider a suspension for the following infractions:

7.5.1 persistent opposition to authority

7.5.2 habitual neglect of duty

7.5.3 the willful destruction of school or Board property

7.5.4. the use of profane or improper language, and

7.5.5 conduct injurious to the moral tone of the school or to the physical or mental well-being of self or others in the school.

8. Restorative Practice, Progressive Discipline and Community Threat Assessment

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 supports.

Make the connections, build our community!

Making connections in our community requires a process that is both FIRM and FAIR. It includes the following:

Engagement — involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account;

Explanation — explaining the reasoning behind a decision to everyone who has been involved or who is affected by it;

Expectation clarity — making sure that everyone clearly understands a decision and what is expected of them in the future.

Proactive circles are FIRM and FAIR.

Circles provide students with opportunities to share their feelings, ideas and experiences, in order to establish relationships and social norms on a non-crisis basis. Classrooms tend to be more productive when teachers and students “Make the connections to build their community.” Circles by their very structure provide a fair process, equality, safety, trust, responsibility, ownership and connection.

Circles set explicit expectations like

1. Treat everyone with respect.
2. Keep it real.
3. Make it right.

Circles can use great questions like:

What happened?

What do you think about it?

How has this affected you and others?

What has been the hardest thing for you?

What do you think we need to do to make things right?

What will you do next (to make things right)?

9. Expectations of Staff

If staff contravene the school code of conduct, consequences will follow the Board's personnel policies, and professional standards.

10. For others unable to follow the school code of conduct, the principal, in consultation with the supervising superintendent, may exclude the individual through Section 265(m) of the Education Act.

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July 2011

June 2013

ÉCOLE DUKE OF CAMBRIDGE

CODE OF CONDUCT

ACKNOWLEDGMENT AND ACCEPTANCE FORM

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.

Student:

Sign and return this form as indication that you agree to comply with the code of conduct.

I have read the information, and understand the code of conduct for Duke of Cambridge Public School and the standards of behaviour expected of me while I am a student in this school. I recognize that all students, parents, teachers and staff have the right to be safe, and feel safe in their school community.

Students Name: _____
(Please Print)

Signature: _____ Date: _____

Parent or Guardian:

I have read the information, and understand the code of conduct for Duke of Cambridge Public School and the standards of behaviour expected of my son/daughter while they are enrolled in this school. I recognize that all students, parents, teachers and staff have the right to be safe, and feel safe in their school community.

Parent or Guardian: _____
(Please Print)

Signature: _____ Date: _____