



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 for success for all students. The Seven Grandfather Teachings are Anishinaabe guiding principles that give all community members the tools to live a good life (Mino-Bimaadiziwin) and KPDSB uses these as the foundation for good character.

- Dbaadendiziwin - Humility
- Aakwa'ode'ewin - Bravery
- Gwekwaadziwin - Honesty
- Nbwaakaawin - Wisdom
- Debwewin - Truth
- Mnaadendimowin - Respect
- Zaagidwin - Love

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
PPM 145, Progressive Discipline and Promoting Positive Student Behaviour

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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Policy Section: **School Administration**

300

Policy Name: **Code of Conduct**

322

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.



Policy Section: **School Administration**

300

Policy Name: **Code of Conduct**

322

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 principles 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 as per Policy 320;
 - 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 taking responsibility for their actions; and
 - vii) Refraining from engaging in activities that could have a negative impact on the school climate.
- e) Parents/Guardians play an important role in the education of their children and have a 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:



Policy Section: **School Administration**

300

Policy Name: **Code of Conduct**

322

- 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 appropriately dressed as per Policy 320 and prepared for school;
 - 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/KPDSB 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: Humility, Bravery, Honesty, Wisdom, Truth, Respect, and Love ;



Policy Section: **School Administration**

300

Policy Name: **Code of Conduct**

322

- 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;
- xiii) Refrain from abusive language or swearing at another person; and
- xiv) Use personal mobile devices in accordance with the following grade-specific procedures:
 - a. Grades 7 to 12 students' personal mobile devices must be stored out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted by the educator under the circumstances outlined above.
- xv) For students in grade 6 and below, personal mobile devices must be kept in the main office of the school for the full school day. If a student must use their personal mobile device for an important reason during a break, they must go to the main office and use it there.

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;



Policy Section: **School Administration**

300

Policy Name: **Code of Conduct**

322

- for students, this would also include being in possession of or using electronic cigarette/vape, tobacco, and nicotine products.
 - Traffic in alcohol, cannabis, or illegal drugs; and/or
 - Give alcohol, cannabis, or illegal drugs to minors; and/or
 - Provide to persons under the age of 19 electronic cigarette/vape, tobacco, or nicotine products
- 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 of 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.

f) Recordings and Photos

No member of the school community may record, take, share, create, or alter non-consensual recordings or photos of members of the school community.



Policy Section: **School Administration**

300

Policy Name: **Code of Conduct**

322

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 include 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 King' 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.



Policy Section: **School Administration**

300

Policy Name: **Code of Conduct**

322

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 and guardians, volunteers, teachers, other staff members, Trustees, all facility users, and service providers.
3. A **“Violent Incident”** is characterized by verbal or written threats: bullying, verbal/physical aggression or assault, harassment of any form, or criminal act, 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 to include the definition set out 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 the sexual 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 require medical attention. Any cut that requires stitches or any broken bone or fracture should be considered bodily harm. Bodily harm can also be multiple minor injuries.
7. **“Bullying”** is defined in subsection 1(1) of the Education Act as aggressive and typically repeated behaviour by a pupil where:
 - a) 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:
 - i) Causing harm, fear or distress to another individual, including physical, psychological, social, or academic harm, harm to the individual’s reputation, or harm to the individual’s property; or
 - ii) Creating a negative environment at a school for another individual; and



Policy Section: **School Administration**

300

Policy Name: **Code of Conduct**

322

- b) 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 race, disability, or the receipt of special education.

Bullying can be:

- Physical (i.e., hitting, pushing, tripping, etc.);
- Verbal (i.e., name calling, insults, threats, or making sexist, racist, homophobic or transphobic comments, etc.);
- Social (i.e., excluding others from a group, spreading gossip or rumours, humiliating others, and shunning or ignoring, 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, social networking, blogs, or other technology, etc.); and/or
- Written, or other means.

“Cyber-Bullying” is included in the definition of ‘bullying’ and includes bullying by electronic means

- Creating a web page or a 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/or
- Communicating inappropriate materials electronically to more than one (1) individual or posting materials on a website that may be accessed by one (1) or more individuals.

8. “**Harassment**” is defined in the Ontario Human Rights Code 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 disability.
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 the threat of violence;
 - Persistent following or following in a disorderly manner;



Policy Section: **School Administration**

300

Policy Name: **Code of Conduct**

322

- 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 unacceptable 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 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, 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. **"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 used 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 Board, and any property associated with school field trips or other school organized activities.
16. **"Inappropriate Use of Electronic Communications/Media"** is the intentional use of an electronic device or communication medium, all features of a phone, a cell phone, digital camera, e-mails, school hotlines, web-based communication sites and print material, such as flyers, school newspapers and brochures, that negatively impact on the well-being of another person and/or the learning environment in accordance with the definition of 'Harassment' (as set out above).