

**Newcastle P.S.**  
***Growing Toward The Future***

**MISSION STATEMENT**

"Newcastle Public School, in partnership with the community,  
is dedicated to providing a rich educational environment  
for all students that inspires lifelong learning and builds  
strong character."

**CODE OF CONDUCT - Summary**

**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.

### **Procedures at our school**

#### **Attendance/Safe Arrival**

**Regular, punctual attendance is a habit worth nurturing as it influences a child's life-long patterns.**

If your child is going to be absent in either the morning, for the day, or the afternoon only, **please call and let us know**. If your child arrives at school late, please have them come to the office so that we may mark them present. Your diligence in this saves us much office time, and the interruption of us calling you. We need to know your child is safe. Please note that if your child is away for more than 3 days we will need a written note explaining their absence. **Feel free to call the school, and leave a message on the Safe Arrival line, 905-987-4024 at any time, night or day.**

#### **Leaving School for Appointments**

In order to protect student safety and promote security in the school, parents who are coming to pick students up early are asked to come to the school office. Please send a note to the teacher to that effect. If the teacher is aware she/he will send the student to the office without interruption to the class. Otherwise, the office will notify the teacher of the parent's arrival. There is a clipboard on the Reception counter to sign-in or sign-out your child(ren).

#### **Leaving the School at Lunch Hour**

All students who stay for lunch are expected to remain on school property. The school is responsible for student safety and, therefore, needs to know where students are. If a lunch student plans to leave the premises at lunch hour, we require written permission. Arrangements with parents should be made the previous evening and a note brought to school in the morning. There is a binder in the office for the students to sign-in/out if leaving.

#### **Bicycle Safety**

Children should ride their bikes to school only when parents feel assured they can carefully follow the rules of the road. Bicycles are to be walked into the parking lot and on school property, and locked in the bicycle racks which are located next to the portables. The school cannot be responsible for lost or stolen bikes.

#### **School Driveway And Parking Lot Procedures**

Please park in parking spaces at the front, the back, or on the north side of the school. There are two designated handicap spaces at the front of the school. The south parking lot is not open for drop off or pick up. For the morning only, we have a Kiss & Ride program where you may drop off your child in the front loop. However, Busses are a priority. We promote walking to school for health and safety reasons.

#### **Safe and Acceptable Use of the Computer Network.**

Students of Kawartha Pine Ridge District School Board develop computer skills that will assist them to be life-long learners. Word processing, database, spreadsheet, presentation and reference software may be used across the curriculum. Electronic mail within our Board may be used, and internet access may be provided when appropriate. Before e-mail and/or internet access are granted to students, an additional agreement will be provided. Each student will have their own account on the computer network when appropriate. This account will be accessed by a school-generated user name and each account will be protected by a password. A computer account is a privilege for a student. **Teachers and principals can examine all files in any user account, just like checking other assignments, and will remove files if necessary.**

**All students are expected to use our computing resources in a responsible manner that respects the rights of all users.** Working on a computer network is like living in a community. All users are affected by what their fellow users do. Acceptable use of a computer network is called *netiquette*.

### **Personal Electronic Devices**

All Personal Electronic Devices (PEDs) including cell phones, games, MP3 players, tablets etc. must be powered off and stored out of sight (backpack, desk, pocket etc.) in all classrooms (and the library) during instructional time. PEDs may be used for instructional purposes as determined by the classroom teacher for specific activities.

PEDs may be used during lunch and breaks, indoor recess etc. in hallways, in classrooms and on the yard.

**PEDs may not be used in the gym, in change rooms, in washrooms, or the office.**

### **Lunch Hour**

Students who must remain at school for lunch are accommodated in classrooms. Students are expected to:

- stay in their seats,
- speak in reasonable tones,
- participate in clean-up, and recycling

### **Yard Supervision**

The yard is supervised beginning at 9:05 a.m. Students should arrive at school at or after this time. There is no supervision on the yard at the end of the school day. Please remind your child, as we do at school, to get help should they be hurt. Yard duty teachers can help if they are informed at the time. Additionally, if a student is well enough to be at school, he/she is well enough to be outside on the yard.

### **Fire Drill & Lock Down Procedures**

It is the duty of a Principal to conduct 3 fire drills in the Fall term and 3 between January and June and one Lock-Down drill in the Fall and one in the Spring. Every person in the school building participates in the fire drill and lock-down.

Students practice evacuating the school through their regular exit and also their alternate exit.

Fire drills enable pupils and staff to become familiar with emergency evacuation procedures, resulting in an orderly evacuation with efficient use of exit facilities.

### **Visitors**

Visitors to our school who respect the school rules are always welcome. It is the policy of the Board that any visitor to the school reports to the office upon arrival. Again, this is a safety measure which is in effect for the protection of our students and staff.

At Newcastle PS we have an area made especially for visitors of the school. In the front of the office there is a binder where you sign in and take a visitor's badge. Please remember to also sign out before you leave and return the badge.

### **Volunteers**

Staff and students alike appreciate the assistance offered by *both* moms and dads, and you will have the chance to get to better know the school. Volunteers are critical members of our school. We appreciate their on-going commitment to the school. If you are interested in volunteering in some capacity, please contact your child's teacher or the principal. All volunteers must submit a current (within the last 12 months) criminal records check with vulnerable sector search.

## **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 another circumstances (e.g., online) where bullying has a negative effect on school climate.

#### 4. School Code of Conduct Rules

*(Every school will include the following rules in its Code of Conduct. The principal, in consultation with the school community, may add rules to reflect the uniqueness of the school.)*

- 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.

*(The principal will outline the common practices and procedures of the school. These may include daily routines that affect behaviour; e.g., in classrooms, use of lockers, lunchtime, hall monitoring, playground, buses, attendance, general deportment, etc.)*

##### 5.2 Signage

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

##### 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:

- 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 )