

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

ADMINISTRATIVE REGULATION

Regulation Name: Discipline/Promoting Positive Student Behaviour/Code of Conduct **Regulation Code:** ES-1.1.1

Section: Educational Services **Policy Code Reference:** ES-1.1

Established: May 4, 1998

Revised or

Reviewed: January 23, 2001; January 31, 2008; December 15, 2009; October 25, 2012;
June 21, 2018; June 20, 2023

1. OBJECTIVE

This administrative regulation is written in accordance with the guiding principles in Board Policy ES-1.1, Safe and Caring Schools. The goal of this administrative regulation is to foster safe, inclusive school environments, and positive, caring relationships with students, staff, families and communities.

2. DEFINITIONS

Administrative Regulation

A document issued through the Director of Education, governing the implementation of a Board policy, or required to coordinate and control certain aspects of system operations.

Board

The corporate Board which maintains the daily operation of the system; Kawartha Pine Ridge District School Board; a reference specifically pertaining to Kawartha Pine Ridge

The removal of a student from school for an indefinite time. An expulsion does not have a time limit. Students who are expelled from school must be provided with opportunities to continue their education, and offered non-academic supports, such as counselling, to help promote positive behaviours.

5.1.9 The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate, based on the age and stage of each individual student, and must include learning opportunities for students to reinforce positive behaviours and make positive choices.

5.2 Promoting Positive Student Behaviour

Promoting student safety and well-being is accomplished through building a culture of caring and by taking a meaningful, culturally responsive, culturally competent and consistent approach to promoting a positive school climate. All Board staff play a role in promoting positive school climates. Strategies that promote positive behaviour:

5.2.1 see all students as capable learners

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- x one support staff member,
- x one community member, and
- x the principal.

5.3.2 An existing committee, such as the School Council, may take on this role.

5.3.3 The Chairperson of this team must be a staff member of the school.

5.3.4 This team should meet at least four times each year. Principals should consider the availability of those members who are not Board employees when setting meeting times.

5.3.5 The purpose of this team is to analyze school data, develop strategies focused on resolving issues and improving school climate, and incorporate these actions into the school improvement plan.

5.3.6 Sources of data will include information from the School Climate Survey which is conducted by the Board every two years. The Positive School Climate Team may also use

5.4.2 Each school Code of Conduct shall state:

5.4.2.1

- 5.5.2 Board employees working directly with students must support students, including those who disclose or report such incidents, by:
- 5.5.2.1 providing contact information about professional supports;
 - 5.5.2.2 making this information readily available to students who wish to discuss issues including, but not limited to, healthy relationships, gender identity, and sexuality; and
 - 5.5.2.3 recognizing a student's cultural identity and lived experiences and providing opportunities to access appropriate supports.
- 5.5.3 Each school shall evaluate the effectiveness of their progressive discipline approaches through the use of school climate surveys which are to be conducted by the Board every two years. Survey results are to be shared with the Positive School Climate Team.
- 5.5.4 Whole school approaches to bullying prevention and intervention plans shall include the following elements:
- 5.5.4.1 Bullying definition: aggressive and typically repeated behaviour by an individual where:
 - 5.5.4.1.1 the behaviour is intended by the individual to have the effect of, or the individual ought to know that the behaviour would be likely to have the effect of:
 - 5.5.4.1.1.1 causing harm, fear, or distress to another individual including physical, psychological, social or academic harm to the individual person's reputation or harm to the individual's property; or
 - 5.5.4.1.1.2 creating a negative environment at a school for another individual.
 - 5.5.4.1.2 the behaviour occurs in a context where there is a real or perceived power imbalance between the individual and the intended target 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, mental health; the behaviour includes the use of any physical, verbal, electronic, written or other means.

- 5.6.1.10.4 refer the student to a community agency that can provide appropriate, confidential support to the victim.
- 5.6.1.11 When notifying the parent(s)/guardian(s) of a victim, or staff member in the event that they were the victim, the principal shall approach each individual situation in a trauma-informed and culturally responsive manner. Principals shall disclose:
- 5.6.1.11.1 the nature of the incident that harmed the student or staff member,
- 5.6.1.11.2 the nature of the harm to the student or staff member, and
- 5.6.1.11.3 the steps taken to protect the student's or staff member's safety, including the nature of any discipline in response to the incident and the supports that will be provided for the student or staff member in response to the harm that resulted from the activity.
- 5.6.1.12 The principal shall not share the name of the aggressor or any other identifying information beyond what is listed above.
- 5.6.1.13 The principal shall, as soon as reasonably possible, notify the parent(s)/guardian(s) of any student of the school who the principal believes has engaged in the activity that resulted in the harm.
- 5.6.1.14 Every elementary and secondary school shall have a Code of Conduct, consistent with the Board Code of Conduct, which is reviewed annually by the family of schools superintendent and which communicates to all members of the school community the standards that promote positive student behaviour.

6. RELATED POLICIES, ADMINISTRATIVE REGULATIONS OR PROCEDURAL DOCUMENTS

Board Policies:

[B-3.2, Equity, Diversity and Inclusion](#)

[B-3.3, Human Rights: Code-](#)

