

# Kirby Centennial Public School

## SCHOOL CODE OF CONDUCT – Summary

### *Working Together*

#### **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 System**

In order for children to receive the most benefit from the school program, students must attend school daily, unless they are ill or have received permission from the principal. We'd appreciate your help in teaching the importance of promptness by having your child here on time each day. Regular tardiness causes disruptions in the classroom and confusion for your child, since they miss announcements and beginning of the day instructions.

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 983-5802 any time during the day or night (voice mail) to inform us.** If we have not heard from you, we will call your home number, cell phone and work number. Children who are ill should stay at home so that they don't expose other children to their illness. **If a child is well enough to attend school but**

**shouldn't go outside, a doctor's note is necessary to support your request.**

The bell rings at 9:20, 11:40 and 2:00 to begin each of the instructional blocks of our BALANCED DAY. Students who are 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.**

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 direct communication from a parent/guardian.**

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.

### The End of the Day

If you are picking your child up, please come to the entrance of the school. We appreciate you waiting by the front door to alleviate hallway congestion. You are also welcome to park on the roadside and walk over to the yard to meet your child.

Your child will be able to leave the school, accompanied by an adult. Students will not be allowed to go to meet parents waiting by the road. This is a safety measure for your children since we do have a number of busses arriving to pick children up at the end of the day. The driveway and parking lot can be quite busy. We thank you for not parking in the driveway.

***Thanks for helping us keep your children safe!!!***

### Visitors to the School

Please check in at the office when you come to the school, even before visiting a classroom. We ask that you sign in and then out. If you have a family member coming to the school, please remind them of this procedure. This is an important safety measure in our school.

### Cell Phones and Personal Electronic Devices at School

The use of technology for student learning is a key 21<sup>st</sup> century skill to enable all of our students to learn and succeed. Under staff direction, Personal Electronic Devices (PEDs) can be used effectively as an educational resource, support or aid for teaching and learning. Furthermore PEDs, when used appropriately, can provide a safety net for students and staff. In our school community, PEDs are to be used respectfully and conscientiously. While we recognize that students may wish to have a cell phone/Ipod, etc. for the bus ride, please be reminded that if students bring cell phones/Ipods, etc. to school, the expectation is that they are powered off and kept in backpacks for the duration of the school day unless his/her teacher has authorized their use during class time. Students will not be able to receive texts until dismissal time at 3:05 p.m. If you need to get in touch with your child during the day, please call the school, and we will get the message to your child. This expectation applies to all devices that are capable of taking pictures, connecting with the Internet, or sending text messages.

In order to ensure a safe and positive climate for all stakeholders, school principals with their teaching staff will monitor and regulate the use of Personal Electronic Devices. Guidelines include:

- The privacy, dignity and safety of others must be maintained through the appropriate use of cell phones and electronic devices both on school property and during off site school events
- The teacher will determine and authorize the usage of a PED during instructional time
- The usage of PEDs is restricted in some areas of school including washrooms & change rooms
- When the usage of a PED is inappropriate, the school principal or designate will apply progressive discipline strategies. Depending on the infraction, strategies may include, but are not

limited to; speaking with student, parent meeting, detention, confiscating the PED, removal of privilege to have a PED at school or suspension.

As with other personal property items, schools are not responsible for lost, stolen or damaged PEDs.

These guidelines apply to all stakeholders in the school including students, staff, parents, volunteers and visitors.

## **Dress at School**

We ask that students come to school in appropriate clothing: clean, comfortable, and non-offensive in nature. Offensive letters or pictures on shirts are not suitable. The children are expected to wear clothing that covers their shoulders, midriff, and legs above their mid thighs. (ie. short cropped tops and strapless tops are not acceptable. Undergarments should not be visible. The children may wear shorts as long as their upper legs are covered.) Hats are to be removed as students enter the building

## **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

- 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

Kirby Centennial Staff are very proud of the behaviour that our children generally demonstrate on a daily basis, both in the classroom and on the yard. Our students, for the most part, come to school prepared to be learners, to be respectful, and to be safe. For those few times when students need additional support to make good choices, the overview below outlines our expectations, rules, and consequences of misbehaviour

##### **EXPECTATIONS:**

In addition to the items outlined below, our Grade 6 students are expected to demonstrate commitment to the school community by assuming roles of leadership for younger students.

##### **Respect for Self**

Students are expected to:

- |  |   |
|--|---|
| - exercise self-discipline               | - attend class regularly                |
| - be responsible for their own behaviour | - be punctual                           |
| - be clean in person and habits          | - come to class with required materials |
| - wear appropriate clothing to school    |   |
| - complete assigned work                 |   |

## **Respect for Others**

Students are expected to:

- be well mannered and considerate to all peers and adults regardless of physical, religious, ethnic or racial differences
- follow bus rules
- follow classroom rules and respond appropriately to teacher requests
- play safely

## **Respect for Property and the Environment**

Students are expected to:

- respect the environment by keeping the school and play ground clean
- make use of recycling and garbage bins
- treat school and private property with care and consideration and report damages if they occur

## **RULES:**

### **Caring for Self and Others**

In our school environment we will demonstrate care for ourselves and others.

- no materials or objects which could be dangerous to ourselves or others are permitted. e.g. illegal drugs, weapons, smoking materials, dangerous projectiles such as golf balls, hard balls, etc.
- remain on school property unless authorized permission has been given to leave
- walk in the school in an orderly fashion
- no fighting, rough play, or other inappropriate physical contact for any reason
- eat snacks at nutrition breaks
- remove hats on entering the school
- stay in designated and supervised areas
- use polite language
- do not damage school property
- obscenities or inappropriate language will not be tolerated
- leave cones, rocks, sand, snow and ice on the ground
- do not chew gum
- (Exception: constructive activities)

### **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 Signage**

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

## **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:
    - 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 )

# **Community, Culture and Caring**

## **School Bullying Prevention and Intervention Plan**

At Kirby Centennial Public School we believe the most effective means to address bullying is through a comprehensive, school-wide approach that engages all stakeholders – students, parents, guardians, staff, School Councils, volunteers and the community.

This school based plan aligns with the Kawartha Pine Ridge District School Board’s Bullying Prevention and Intervention Plan. Our school plan promotes a school-wide approach to ensuring we have a safe, inclusive and accepting school environment free from bullying, harassment, discrimination and other inappropriate behaviours.

The Board’s Bullying Prevention and Intervention Plan, as well as our school’s plan, reflect the Ministry of Education guidelines.

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### **1. EDUCATION, AWARENESS AND OUTREACH (see Appendix A)**

Kirby Centennial recognizes that a whole-school approach to involving and engaging the school community will help us to address inappropriate behaviour.

We will focus on education, awareness and outreach by doing the following:

1. Restorative Practices – daily use, circles in classroom, etc.  
(A circle is a way of meeting with people and of having conversations in which the shape itself implies community, connection, inclusion, fairness, equality and wholeness. It draws on the Aboriginal tradition of the Talking Circle in a complex multi-cultural, contemporary society. Meeting in a circle ensures that everyone is respected, has a voice and is appropriately heard.)
  
2. Consequences for Unacceptable Behaviour/Progressive Discipline  
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.

Progressive Discipline/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
3. Use of Kelso’s Choices as a model for conflict resolution

4. Use of structures that allow all voices to be heard (accountable talk)

We will engage parents in conversations about preventing bullying and in promoting a positive school climate by doing the following:

1. Engaging our School Council by meeting regularly to discuss Safe Schools and our School Improvement Plan for student well-being.
2. Keeping on-going, timely, respectful and responsive lines of communication open between home and school.
3. Providing opportunities for parents/guardians to learn about Kelso's Choices, Internet Safety, Code of Conduct, Restorative Practices, etc.

## **2. EVALUATION OF EVIDENCE (see Appendix B)**

### **Pre-evaluation strategy**

The main issues of concern raised by our students, staff and parents in our school climate surveys and other communications are:

1. Students do not always feel comfortable speaking in class.
2. Students require support to deal with issues of exclusion/name-calling/insults.
3. Students do not always have confidence in adult interventions.

Concerns raised regarding our physical environment are:

1. No concerns regarding the physical environment have been raised.

The steps we follow for reporting, responding to and following up on issues are as follows:

1. Steps outlined in Progressive Discipline
2. Safe Schools Incident Report form
3. Meeting with students, contacting parents, meeting with parents as required.
4. Based on a review our school climate survey results and other communications, we have been successful in the following areas:
  - a. Addressing issues of bullying/harassment
  - b. Having both students and parents believe that Kirby is a good place to learn

Based on our school climate surveys and other communications, we will continue to work on the following areas that need improvement:

1. Using structures and processes designed to facilitate student voice in class
2. Facilitating inclusive practices amongst students
3. Becoming more visible in our interventions when student issues arise

## **3. FOLLOW-UP ACTIONS (see Appendix B)**

We will actively communicate our policies, procedures and guidelines to our school community. We also will involve our school community in reviewing our policies, procedures and guidelines relating to bullying, discrimination and harassment), by taking the following steps:

1. Meeting as a School Council around Safe Schools issues
2. Putting the Code of Conduct and School Bullying Prevention and Intervention

Plan on our school website and in student agendas.

The roles and responsibilities of everyone in the school community - including students, staff, parents, and community members are as follows:

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.

#### **4. PREVENTION (see Appendix C)**

We recognize that promoting a positive, welcoming and inclusive learning environment will help to prevent bullying, harassment, and discrimination. We are committed to taking steps to prevent bullying.

These steps include active use of our Safe, Caring and Restorative School Team, which promotes a safe, inclusive and accepting school climate. This team will include a student, parent, teacher, non-teaching staff member, community partner and the principal.

The roles and responsibilities of this team are as follows:

At Kirby Centennial, this team is made up of our School Council. Student voice is included through climate surveys and feedback from students. The team's main responsibility is to maintain the ongoing emphasis on student safety and well-being.

Other steps to prevent bullying, harassment and discrimination will include:

#### **A. PROGRAMS TO PREVENT AND RESPOND TO BULLYING**

1. Kelso's choices
2. Lunch Buddies/Monitors
3. PROPS
4. Model Me Kids

#### **B. PROGRAMS THAT BUILD POSITIVE RELATIONSHIPS**

1. Restorative practices
2. Circles in the classroom
3. Circles in staff meetings

4. The restorative classroom, using restorative approaches to foster effective learning
5. School Council meetings

### **C. ACTIVITIES THAT PROMOTE A POSITIVE SCHOOL CLIMATE**

1. Open House/Corn Roast
2. Circles in Classroom
3. Christmas Concert
4. Student of the Week award assemblies
5. PROPS
6. House Teams
7. Special Event Days

### **D. AWARENESS RAISING STRATEGIES FOR STUDENTS**

1. Health Curriculum
2. Assemblies
3. Classroom Circles/Discussions
4. Participating in Bullying Awareness and Prevention Week in November, Pink Shirt Day in February

### **E. RAISING AWARENESS AND ENGAGING PARENTS AND THE COMMUNITY**

1. School Council
2. Home/school communication

### **F. CURRICULUM AND DAILY LEARNING**

- a. Classroom circles/Community of Learners
- b. Building safe classroom communities using the 5 themes and 5 useful questions of Restorative Practice:
  - i. Everyone has a unique and equally valued perspective.
    1. What's happened from your perspective?
  - ii. Thoughts influence emotions, emotions influence actions.
    1. What were you thinking at the time and what have you thought about since?
  - iii. Empathy and consideration.
    1. Who has been affected and how?
  - iv. Needs and unmet needs/
    1. What do you need so that things can be put right and everyone can move on?
  - v. Collective responsibility for problem solving and decision making
    1. How can you address these various needs together?
- c. Model Me Kids

## **G. STAFF AND STUDENT ROLE MODELS**

We also have identified the following learning and training opportunities for staff and the school community:

1. Staff training
  - a) PLC and Staff meetings to include Student Well-Being goals and accompanying strategies
2. Community
  - a) Student Well-Being goals included in Safe Schools Committee meetings as part of School Council Agenda

## **5. INTERVENTION AND SUPPORT STRATEGIES (see Appendix C)**

We will take the following steps to respond to all incidents of bullying, harassment, discrimination and other inappropriate behaviours, and to support students.

1. Provide Safe Methods for Students to Report Bullying
  - a. Speak to a Teacher, other staff member, Principal
  - b. KPRDSB Report Bullying Web link – available on all school websites
  - c. Via parent/guardian conversation with school staff
  - d. Kids Help Phone Line – available on all school websites
2. Restorative practices
  - a. List types of proactive and responsive approaches
3. Progressive discipline
4. Reintegration of students from suspensions or expulsions
5. Educating, Modeling, Leading

## APPENDIX A – BULLYING DEFINITIONS AND COMMUNICATION

We use the Ministry of Education’s definition of bullying as follows:

**Bullying** - means 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
- (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, gender identity, gender expression, race, disability or the receipt of special education (“intimidation”).

For the purposes of the definition of “bullying” above, behaviour includes the use of any physical, verbal, electronic, written or other means.

### **Cyber-bullying**

For the purposes of the definition of “bullying” above, bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

In other words, bullying:

- is a deliberate act to harm or exclude someone or “put someone down”
- usually happens more than once over time
- involves someone having more power over another and abusing that power

Cyber-bullying means using the internet, social media, texting or other electronic means to bully someone.

In communicating with students, staff and our school community, we will:

- Identify different types of bullying, including cyber-bullying
- Understand the myths and realities of bullying behaviour
- Identify bullying and how it is different from conflict, aggression and teasing
- Understand power and relationships among peers
- Identify how bias, prejudice and hate can lead to bullying
- Identify different signs and underlying factors of bullying, such as body image, racism, sexism, homophobia, disability, etc.
- Understand a “whole school approach” and the importance of everyone contributing to a positive school climate for student achievement, success and well-being
- Understand the factors that contribute to a safe, inclusive, caring and accepting school climate
- Identify ways to make students aware of how they can help prevent and respond to bullying
- Identify ways to engage parents in conversations about preventing bullying and promoting a positive school climate
- Reach out to parents and the broader school community to promote safe, caring, inclusive school environments
- Reflect on our relationships and interactions, and focus on promoting healthy relationships
- Become knowledgeable about community partners and resources available in our community

We also will share with our school community, all related policies and procedures. These include the Board and School Code of Conduct, equity and inclusive education policy and guidelines for religious accommodations, procedures to address incidents of discrimination, progressive discipline approach, and bullying prevention and intervention plans and strategies.

## **APPENDIX B - EVALUATION OF EVIDENCE**

We recognize that effective anti-bullying strategies must be based on evidence. We will base our bullying prevention and intervention strategies, practices and programs on evidence from our school climate surveys and other relevant information and communications we receive. We will measure the success of our anti-bullying initiatives and strategies:

- Evaluate the evidence to identify the main areas of concern and issues in the physical environment, determine current procedures, and assess the success of those procedures, based on results of the school climate surveys and other relevant information.
- Identify children and youth involved in bullying (including the bully, the person being bullied, and those who may have witnessed or been affected by the bullying), as well as identify and assess any roles.
- Review and update our anti-bullying strategies as a result of gathering new information, and share the information with our school community.

## **FOLLOW-UP ACTIONS**

We will evaluate the results of future school climate surveys to make sure our follow-up actions were effective. This evidence will identify and measure the success of steps we took to prevent or respond to bullying and to support students. This will help us to make further changes, where needed, to ensure safe, caring, welcoming and inclusive school environments.

## **POLICY AND PROCEDURES**

We recognize that a consistent, whole school approach, strong policies and appropriate legislation are important for bringing widespread change.

We also recognize that our policies and goals must address the challenges identified in our school climate surveys and other data.

## **APPENDIX C – PREVENTION, INTERVENTION AND SUPPORT STRATEGIES**

We also will:

- “check in” regularly with students who are at risk of being bullied or who are affected by bullying
- provide opportunities for teachers to develop effective classroom management skills using progressive discipline
- establish and maintain respectful, safe, caring and restorative classrooms
- provide supervision in areas where and when bullying happens, as identified through climate surveys

## **INTERVENTION AND SUPPORT STRATEGIES**

We recognize the importance of responding immediately to bullying and providing support to students as quickly as possible through a school-wide approach.

To this end, we will:

- use” teachable moments” and progressive discipline to address inappropriate behaviour
- consider mitigating and other factors that are affecting a student’s behaviour
- ensure we have steps in place to identify and respond to bullying when it happens
- identify ways to support all students involved in bullying
- communicate the progressive discipline approach to our school community, as well as procedures we have in place to support students

## **Homework**

Homework provides students the opportunity to practise learned skills and to prepare for learning the next day. It will vary by student depending on the age and grade, and be differentiated based on student needs identified during instructional time. Not all students in the same class will have the same homework. Homework also provides an opportunity for parents to engage, discuss, and stay informed of the learning taking place in their child’s class. Parent support of homework completion is valued in promoting the home and school partnership. It is important to note that, although homework will be assessed as part of the process of gathering evidence about student learning in order to determine where students are in their learning and what their next steps should be, assignments for evaluation (achievement marks/grades) must be worked on under the supervision of the teacher. These tasks will be instructed upon by the teacher, worked on in class, and students will be provided with ongoing descriptive feedback. At times, assignments for evaluation may be refined at home, but the content of such work, in these circumstances, is expected to continue to reflect the level of work and learning completed under teacher supervision.

## **Homework Ideas**

The school may suggest activities or the parents could:

- ◆ read stories together
- ◆ review math facts (card games are an excellent way to review facts)
- ◆ play a board game or a memory game
- ◆ ask them to write a letter to friends, family
- ◆ after viewing a movie, discuss their favourite parts, the main idea, characteristics of the main characters
- ◆ ask about their day and tell them about yours
- ◆ family trips together or walks (look for mathematical shapes in nature or in man-made construction)
- ◆ have children explain their thinking to you (e.g. I solved that problem by....)
- ◆ practice telephone manners and taking messages
- ◆ taking on daily responsibilities (e.g. laundry, making the bed, setting table)
- ◆ keep a log of family trips
- ◆ go to the library together and research interesting facts