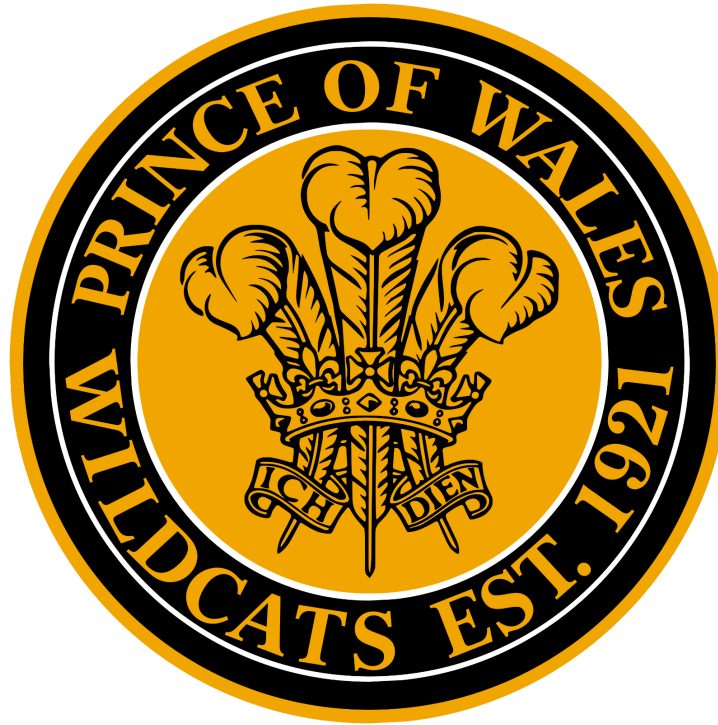


Prince of Wales Public School

2023/2024



Go for Your Gold!

1211 Monaghan Rd, Peterborough, ON K9J 5L4

Phone: (705) 743-8595

Principal, Jennifer Murphy

Vice Principal, Natalie Dummitt



Land Acknowledgement

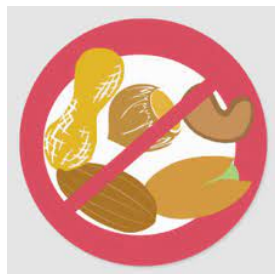
Kawartha Pine Ridge District School Board respectfully acknowledges that the land on which we gather and learn daily is the treaty and traditional territory of the Michi Saagiig Nishnaabeg. We are grateful for our relationship with the First Nations of this territory, for their care for, and teachings about, the land, the water, and all our relations. As people of the Williams Treaty, we continue our journey to strengthen our understanding of our Treaty relationship and of how to move forward together in a good way.

Principal's Message

It is with great pleasure that we take this opportunity to welcome you to Prince of Wales Public School. We are extremely proud of our students and our school community. We value the partnership between home and school along with the support of our local community agencies. We appreciate your participation in your child's education. This handbook has been developed by our staff to help students and parents/guardians to learn as much as possible about school policies and procedures and the services we offer students. We invite ongoing feedback and suggestions from students, parents/guardians, staff, and our community partners to continuously reflect on how we can make our school an even better and safer place to learn, lead and grow. Weekly updates will be sent home via parent/guardian emails about special events and any relevant news. Please also reach out and stay in touch with your child's teachers as well as look on Edsby for announcements, updates, and news. We look forward to working collaboratively with you to ensure the success of all students and the school community as a whole.



We are a nut-free and fragrance-free building



Prince of Wales Schedule	
9:00	Staff supervision on yard begins
9:15	Entry
9:15-9:55	First learning block
9:55-10:35	Second learning block
10:35-11:15	Third learning block
11:15-11:35	K-4 Outside Recess 5-8 Nutrition Break
11:35-11:55	K-4 Nutrition Break 5-8 Outside Recess
11:55-12:55	Fourth learning block
12:55-1:35	Fifth learning block
1:35-1:55	K-4 Outside Recess 5-8 Nutrition Break
1:55-2:15	K-4 Nutrition Break 5-8 Outside Recess
2:15-2:55	Sixth learning block
2:55-3:35	Seventh learning block
3:35	Dismissal
3:35-3:45	Students need to head directly home

	Please check the weather forecast each day and come dressed for outdoor recess and activity.
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Consistent routines and policies help us all feel safe, respected, comfortable and successful



Prince of Wales Public School

Norms and Expectations



Our number one goal is student well-being and success. We believe this is accentuated through a strong sense of belonging and connection within a caring community.



We care about one another, greet each other and get to know one another. We interact with others in calm and polite ways. We strive to express ourselves and ask for what we need with grace and respect. When we feel like we need to yell or argue, instead we pause, and take a breath, or ask for a listening ear.



We reflect on ways to ensure everyone feels safe, included, valued, respected and can see themselves reflected in the learning experiences and environment. Our learning is culturally relevant and responsive.



We believe in each other and have high expectations for ourselves and each other. This means working hard and letting go of excuses. In our school, we strive to be our very best selves at all times and see ourselves and others as capable learners and community members.



We show care for our school yard, building and community environment. This includes tidying up our desks, lining up our shoes and boots, organizing our coats on the hooks and cubbies and cleaning the class and the floor before breaks and the end of the day.



We arrive on time and come to school every day. When the bell rings, we line up in a calm and orderly way and wait for staff to invite us in. No matter where we are going in the school, including out to recess we never run in the halls, ever.











We sign in and out at the office when we arrive late or have to leave early and we never leave the class, the school or the property without permission.



We lock cell phones away for the day or leave them safely at home so we can focus on interacting with each other.



We speak, act and dress respectfully and in a way that is appropriate for school, learning and physical activity each day.

	<p>We respect how others choose to identify. We do not comment on or challenge the identity of others.</p> <p>We never call others negative nicknames or refer to people as animals, objects, characters from books or movies, etc. We refer to each other by our names.</p>
	<p>We stand up against bullying, racism, exclusion and all forms of aggression.</p> <p><u>Bullying, racism, and exclusion is not permitted in any form and need to be reported right away every time.</u></p> <p>Bystanding is completely unacceptable.</p>
	<p>We never swear, insult others or say or write unkind words. This includes in the school, in the community and online.</p> <p>We never mask hurtful or inappropriate words or actions with “I was just joking” or “I didn’t know what it meant. Don’t say it or do it if you don’t know what it means and don’t use joking as an excuse.</p>
	<p>We never threaten or harm each other in any form.</p> <p><u>Physical and verbal aggression is not allowed in any form. This includes picking each other up or using any kind of force against another person (even under the guise of “play fighting or joking around”.</u></p> <p>This includes at school, online and in the community.</p>
	<p>We understand that smoking, vaping, drugs, alcohol and all forms of weapons real or fake are illegal and never allowed.</p>
	<p>We seek help from the adults with any conflicts or issues right away.</p>
	<p>We take responsibility to find ways to keep ourselves calm in appropriate and meaningful ways. On the rare occasion that a break is needed, this does not include hanging out in the hallway unsupervised. Breaks should be happening at recess and those who need regular breaks have learning goals and intentional strategies linked to them.</p>
	<p>We seek to restore fractured relationships so we can focus on feeling safe, cared for and ready to learn.</p> <p>We ask the person we may have hurt what we can do to repair things and we consider the impact and power of a thoughtful and heartfelt apology.</p>

Important School Information

School Times and Yard Supervision and Safety: The school day starts at 9:15 a.m. Staff are on supervision starting at 9:00 a.m. The school day ends at 3:35 p.m. and students are expected to go straight home, unless they are participating in a pre-arranged club or sporting activity with your permission or are under the supervision of a caregiver.. Please note there is no yard supervision as before 9:00 a.m. so it is very important that parents/guardians are supervising their children before 9:00 a.m. as well as after school.

Behaviour Expectations: Please carefully review the Norms and Expectations list above as well as the more detailed Code of Conduct provided in the following pages. We will continue to review the code of conduct, norms and expectations with our students on a regular basis, but it is our expectation that students and families also carefully review them and share their feedback proactively so that we all can feel safe, respected, valued, included and successful.

Digital Citizenship and Respectful and Appropriate Use of Technology: Students are expected to use any form of technology in safe, appropriate and respectful ways just as they would be expected to engage in any form of communication, learning and interaction with others in our school and in our community and online. At our School, students are expected to seek support to resolve conflicts as soon as possible and we know that using social media of any kind to engage in conflictual interactions only ever causes deeper harm and conflict. Parents and guardians are urged to monitor their children's use of social media and online platforms and to regularly update their own knowledge of various safety features to support their children's wellbeing and appropriate use of any type of technology and online exploration.

Nutrition Program: Snack bins with nutritious food items are available for all students in each class each day. Examples of food options include fresh fruit such as apples and bananas, fresh veggies such as cherry tomatoes, carrots, snap peas, cheese strings, crackers, apple sauce, granola bars, and goldfish crackers. We are working towards a hot breakfast with the support of volunteers from the rotary club. More information will be provided when the program is up and running.

Illness Protocol: In order to help keep schools healthy for everyone, please keep your children at home if they present illness symptoms prior to school starting each day. In the event of illness at school, families will be asked to pick up students and keep them home until their symptoms are improving, in accordance with the [provincial screening tool](#). Students who develop symptoms of illness while at school will be distanced from other students as much as possible and asked to wear a mask until they can be picked up. Our local public health partners have put together a [visual graphic](#) to help explain the provincial illness screening criteria. We appreciate everyone's cooperation in following this protocol.

Important Safety Message. Please review with your child! Please review [very carefully](#) with your child to never ever pick up or touch any discarded items they may find on the yard, the pathways, pavement or forested area. We will be reviewing this with our students regularly, but we need your help. Please reinforce with your child that if they find any discarded items anywhere, anytime, to stay away and to also inform an adult right away.

Please Return Plans of Care ASAP! If your child has any health/medical needs that we need to be aware of, please ensure the Plan of Care is completed and returned ASAP. If you have any questions, please contact Vice Principal Natalie Dummitt at natalie_dummitt@kprdsb.ca.

Student Verification and Parent/Guardian Contact Information Forms: It is essential that we have all up-to-date contact information, including home address and emergency names and numbers.

Communication With The School: Please do not hesitate to reach out to the school with any questions or concerns you may have about your child, their learning and their wellbeing. It is always best to start directly with the teacher because they are with our students and know them best. With any questions or concerns, you can always contact the Principal or Vice Principal right away by calling the school office **(705) 743-8595** and asking the secretary to have one of us paged right away (we are often in classrooms and may not answer our phones or see voice mail so it is best to speak with the secretary to get ahold of us.) Or you are welcome to book an appointment to meet in person. We strive to answer questions and resolve concerns as soon as possible with the aim of minimizing issues before they grow into bigger problems.

Volunteers Wanted! Please consider joining us in big ways or small to support the success of our children in their learning. If you are interested in volunteering, please add your name to our list here: <https://forms.gle/2CUZRp5CjacbeanT6>

For those who would like to volunteer in the school or with students (field trips, sports events, popcorn days, Book Fair, etc.) you will need a **valid Vulnerable Sector Check**. Requests can be made online at <https://www.peterboroughpolice.com/en/request/record-checks.aspx>, or at the police station and cost \$20 with the volunteer letter provided by the school.

You are invited to participate in School Council! Meetings will be held in person, with a virtual option for those who are unable to attend in person. If you have any questions at all, please reach out to us at parentcouncilpow@gmail.com



Prince of Wales Public School

Code of Conduct 2022/2023

This code of conduct was developed through the collaboration and invitation of students, staff, parents/guardians and school council to ensure all voices are invited, heard and valued.

The following dates and events occurred during the initial weeks of the school year to support the review and revision of the School Code of Conduct (SCOC):

September 10 and 19, 2022: Weekly School Messenger emails to all families to invite parent/guardian input with the review and revision of the SCOC

September 14, 2022: School Council meeting-it was shared with all participants that we are reviewing the SCOC and all input is welcomed

September 6-19, 2022: Multiple announcements to all staff and students to review and offer suggestions for the revision of the SCOC

September 16th: Intermediate Division assembly for students and staff to share their input and review of no drugs, no alcohol, no weapons of any kind real or imitation

September 19th: Junior Division assembly for students and staff to share their input and review of no aggression and no weapons of any kind, including fake weapon props at Halloween

September 20th: Primary Division assembly for students and staff to share their input and review of no aggressive hands on ever, be kind, use your words, ask for help from the adults

September 21: Draft shared with all staff and elected members of the School Council for review before posting on website on September 23, 2022

September 23, 2022: School Code of Conduct posted on Prince of Wales website, printed out to be posted in each classroom and available in office

September 7, 2023: Whole-school assemblies to review School Code of Conduct with students.

Week of September 11-15, 2023: Review of School Code of Conduct in classrooms, announcements and email shared with parents/guardians to seek their input and feedback.

By the end of September 2023: School Code of Conduct will be posted on the website.

Upon the arrival of any new students, the student and their family will be provided with a copy of the School Code of Conduct and a discussion will take place before their first day of school to ensure they fully understand our school expectations considering they would have missed the assemblies and announcements thus far.

As a school community, we have identified the need/desire for regularly review of the School Code of Conduct for some, but not limited to the following reasons:

- New students arrive at our school on a regular basis
- New staff arrive at our school on a regular basis
- With each new member of our school community, we feel it is important to both review the School Code of Conduct and revise where and when needed as long as all members of the community have fair notice and opportunities for input, and adaptation to suggestion revisions
- Reviewing the Code of Conduct grounds us all in consistent expectations and understandings of what is expected of us to all feel safe, valued, heard, respected and successful

Rationale

Everyone has the right to be safe and to feel safe, welcome, valued, respected, heard, included and successful at school. Clear expectations and norms help everyone achieve our shared goal of feeling safe, welcome, valued, respected, heard, included, and successful.

Responsibilities

Safety, respect, equity, and inclusivity are everyone's responsibilities.

Everyone in our school community is responsible for promoting safe, caring, inclusive relationships that respect human dignity and human rights.

Everyone is responsible for preventing harm.

Everyone is responsible for taking care of the earth and the nature around our school and our community.

Students, staff, volunteers, parents, and guardians have additional responsibilities unique to their roles.

All members of our school community have the responsibility to review and follow the School Code of Conduct and to seek clarification for any parts which they may not understand.

Standards of Behaviour

We value one another and treat each other with respect, dignity, care, and concern.

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, intimidation, 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 for any members of our school community including both children and adults.

Everyone has a role to play as we work together to prevent, identify, respond to and report 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. Response and/or consequences and/or support for unacceptable behaviour may range from warnings, coaching sessions, the creation of individual goals and applicable supports to achieve those goals, team meetings with parents/guardians/staff/KPR consultants, coaching from support staff and administrators, seeking support from school resources such as the school counselor, to suspension or expulsion for extreme incidents as outlined in this document.

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 (SCOC) 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 of 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. (Please note, this may entail, for example, interactions amongst or between students which take place outside of the school day hours in person or online, but have a direct impact on the students of our school and/or our school climate as a result of school connections/ relationships.)

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, respectful, and inclusive relationships that respect human dignity.

Everyone is responsible for preventing harm.

Students, staff, and parents/ guardians have additional responsibilities unique to their roles.

2.2 Additional Student Responsibilities include:

- exercise self-discipline
- follow the established rules
- accept responsibility for their actions based on age and individual ability
- come to school prepared, on time, ready to learn
- support a positive learning environment to the best of one's ability
- 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 oneself and/or another member of the school community
- refrain from engaging in any activity that may compromise safety, inclusion or respect for the dignity of oneself and/or another member of the school community

2.3 Additional Staff Responsibilities

- help students achieve their full potential and develop their self-worth
- differentiate instructional practice and programming when required to ensure all students can engage in learning
- assess, evaluate and report student progress in fair ways
- 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

-offer learning opportunities to help 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 & actively support student progress

-communicate regularly with the school and ensure all contact information is up to date

-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

-never pick the child up from the school during the day without speaking directly to the office staff and signing the child out each time directly at the office

-become familiar with the Code of Conduct and school norms and expectations and share feedback if so desired

-encourage and assist their child in following the rules of behaviour, norms and expectations

-assist school staff in dealing with emotional, academic, behavioural, social-emotional, physical 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, racist 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 & psychological safety of everyone at school, we will not tolerate:

- weapons of any kind
- possession of any weapon or replica weapon, such as firearms and knives, including real, play, replica or any item that may be used as or perceived as a weapon
- use of any object or means to threaten or intimidate another person causing injury to any person with an object
- verbal, physical gestures, written or pictorial messages or threats to harm another person
- 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. At our school, we seek to eliminate all forms of bullying, harassment, exclusion, and intimidation of any kind.

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, sending photos or message, 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 other circumstances (e.g., online) where bullying has a negative effect on the school climate.

4. School Code of Conduct Rules

Students must be allowed to learn.

Teachers and support staff must be allowed to teach and support.

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, exclusion, 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.

In addition, at Prince of Wales Public School, the following expectations are in place to promote safety and a healthy classroom/school environment:

At all times, we seek to understand one another and show compassion for what someone else may be feeling/experiencing.

We know that seeking adult mediation and support is a sign of maturity and a coping strategy for healthy relationships.

We all (students, staff, parents, guardians, and community members) explore and use calming strategies to keep ourselves calm and to communicate in non-aggressive ways.

We refrain from kicking or throwing snow, rocks, sand, pea stone, or any other objects that can cause injury.

We appreciate that we all have and express our own identity in our expression of gender and clothing.

We respect the gender identity of others and use the identified names and gender pronouns others have expressed they prefer.

We are patient with one another as our sense of identity evolves and, as the preferences of others evolve, we will help one another adapt in caring and patient ways.

With regard to clothing, we are sensitive to the fact it can, at times, be an expression of identity.

We ask and expect that all members of our community refrain from wearing clothing that may contradict our goal of everyone feeling safe, healthy, valued, welcomed, included, and successful.

No one shall wear inappropriate messages or images such as references to drugs, violence, alcohol, disrespect towards others, or hate.

Gum chewing is at the discretion of teachers and is based on the age, stage, and level of responsibility of the students.

We are a zero fragrance and zero nut-product building for the safety of students and staff with severe allergies.

All members of the school community will use computers, devices and the internet in appropriate and safe ways.

Smoking, Vaping and consumption of alcohol and drugs on all school premises, including the parking lot, playground, and bus is prohibited and is illegal for students at any time.

Students may not bring any form of medication to school other than that which is outlined in the medical care plan with a doctor's signature and which is locked away and administered by pre-identified staff/medical practitioners who come to the school to support staff.

Students may not leave the classroom, building, or school premises without parent/guardian/staff permission and awareness and only through following the sign-out procedures in the office.

Respect for the environment will be shown by keeping our school and playground free from litter and a conscious effort to reduce/reuse/recycle will be encouraged.

Wheeled forms of transportation (e.g., skateboards, scooters, roller blades etc.) will be stored in lockers and are not permitted to be used on school property during school hours or in the hallway/classrooms for safety reasons.

Bikes are to be secured at the bike rack.

The use of cell phones and personal electronic devices is not permitted during instructional time and cell phones and personal electronic devices must be turned off and stored in locker or in pre-determined storage box in classroom.

If a student needs to make a phone call, regular school procedures will be followed.

Taking/using/distributing/altering/sharing photographs without the permission of others is not allowed.

5. School Code of Conduct Procedures

5.1 Signage

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

5.2 Nutrition/Recess Breaks

Students are expected to be in their seats during the eating portion of nutrition breaks and to raise their hand to ask permission to get up during the nutrition break (go to the bathroom/discard items in recycling/garbage.)

Students are expected to be outdoors during recess except in inclement weather conditions as per the policies outlined by KPR.

Permission for entering the building will be given by a staff member.

Staff and students are responsible for coming to school dressed appropriately for the weather and are invited to seek support by staff with obtaining clothing and apparel if/when they are in need.

5.3 Hallways

Students shall have permission from a staff member to be in the hallway and shall move quietly so as not to disturb the learning of others. Everyone will walk in the hallway and refrain from using sports equipment inside the school hallway/classroom.

5.4 Signing-in and out of the school

Students may only leave school property during the school day with parent/guardian permission that is communicated to the office staff and for which the student is signed out directly at the office.

A signed note is required from the parent/guardian if a student is to accompany an adult other than their parent/guardian. Any exceptional circumstances must be discussed with the Principal.

Students must sign-in/out at the office to ensure safety when arriving late or leaving early with parent/guardian permission that has been shared directly with the office.

5.5 Bus

Students must follow the School Code of Conduct while riding the bus.

Students are not permitted to ride on a different bus.

Riding the bus is a privilege.

6. Strategies to Promote Positive Student Behaviour

At Prince of Wales Public School, we work to build a welcoming, warm, supportive environment which nurtures each individual's sense of self-worth and self-discipline.

Our proactive focus includes an emphasis on academic excellence, high expectations for all, modeling of appropriate behaviour, the KPR Character Education attributes, and various co-curricular activities.

Our school is a community of students, parents, staff, and community members who believe in working together to enable our students to grow into responsible, productive, healthy, and caring citizens. Such growth requires the practice of self-discipline, being responsible for one's own behaviour, choosing to use non-violent methods in solving problems, and learning to respect others and our environment.

6.1 Prevention Strategies

Schools in KPR promote academic excellence through the character attributes of respect, integrity, responsibility, honesty, 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, and employees – whether on school property, on school buses, at

school-related events or activities, or in other circumstances that could affect the 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
- regular school assemblies and divisional assemblies
- fall, winter and spring open house events
- parent/guardian engagement opportunities

6.2 Supportive Intervention Strategies use:

- “teachable moments” (using a current situation or news story to teach students a valuable skill or lesson)
- verbal, gestural or pictorial 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 & 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) as well as in relation to the preventative and supports that have been organized and arranged for the student.

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:

- reminders
- warnings
- time-outs
- alternative recess group to provide a smaller setting with closer adult supervision
- time-owed/detentions
- restorative conversation
- completing a problem report or reflective journal
- communication with parents/guardian
- restricted privileges
- supervised work period in alternate location
- apology (This is not forced, but may be considered as an option)
- police contact and coaching support or guidance from our community liaison officer
- restitution (e.g., paying for the 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 (verbal/online/written/pictorial/gestural) a threat to inflict serious bodily harm on another person
- Possessing alcohol or illegal drugs
- Being under the influence of alcohol or illegal drugs
- 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. The behaviour includes the use of 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.

(Infractions, continued):

- 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.
- Physical aggression towards others

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 or any replica form of a weapon.
- 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 or drugs 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)

Information Regarding Search and Seizure

School administrators will respect the privacy of each person and have the authority to search school property such as lockers, desks etc. without notice or permission of any person as directed by the Education Act. Personal property such as knapsacks, purses, etc. may become subject to search according to Board Policy.

The Kawartha Pine Ridge District School Board is committed to providing safe learning environments for all students, staff, school visitors and community members. When students behave inappropriately, principals may use progressive discipline to help students take responsibility for their actions, change their behaviour, learn from their mistakes and make things right. The Community Threat Assessment Protocol outlines how a school responds immediately to serious threatening behaviour. In situations where there is a concern for safety due to serious threatening behaviour, the principal may choose to utilize the Community Threat Assessment Protocol to gather information and seek appropriate support.

Promoting Respect through Student Clubs/Groups/Activities

In keeping with the Board's Equity, Diversity and Inclusion policy (B-3.2) and administrative regulation (B-3.2.1), all schools within KPRDSB, including Prince of Wales, welcome and support students who wish to lead or participate in school clubs, groups, or activities that promote safe, accepting, equitable, positive, diverse, and inclusive environments. This includes activities that promote anti-racism, gender equity, respect for people living with disabilities, and for people of all sexual orientations, gender identities and expressions (including clubs, groups or activities with the name Gay-Straight Alliance or GSA).

Digital Citizenship and Appropriate Use of Technology

Students are expected to commit to the responsibilities of digital citizenship and to use technology respectfully and appropriately. Electronic messages and behaviour (print/social media/photos/voice messages/recordings/google drive/etc.) are all included in the expectations about safe, caring and respectful use.

Parents and guardians are urged to review and monitor their child's use of the above and to report any concerns immediately if need be.

Students may not share their passwords with others and may never log in to another person's account or use another person's device or account to send or access information/messages/images.

KPR Acceptable Use of Technology Agreement

<https://kawarthapineridge.sharepoint.com/sites/DocumentCenter/Documents/KPR-Student%20Acceptable%20Use%20to%208.pdf>