

ABERFOYLE PUBLIC SCHOOL CODE OF CONDUCT

Updated: Sept 2025

GOAL

It is the policy of the Upper Grand District School Board to maintain a safe and inclusive learning and teaching environment through the adoption of a Code of Conduct which promotes responsibility, respect, civility and academic excellence, and sets clear standards of behaviour for all members of the school community. The goal is to create a positive school climate where all members of the school community feel safe, comfortable and accepted.

GENERAL

Our School Code of Positive Student Behaviour is based upon the Ontario Code of Conduct and the Upper Grand District School Board Code of Conduct (Policy # 213) which applies to all members of the school community; students, administrators, staff, parents and guardians, community users, visitors, volunteers, etc. while on all school and Board property, school buses, at school-authorized events and off-site at school-sponsored activities, or in other circumstances that could have a negative impact on the school climate.

RIGHTS

Student Rights Include:

- to be treated with dignity and respect
- to be provided with activities that are success-oriented and build on individual strengths
- to receive a quality education

Parent Rights Include:

- to be treated with dignity and respect
- to be heard and to have concerns addressed
- to communicate with the school

Staff Rights Include:

- to be treated with dignity and respect
- to have a safe working environment
- to expect parents and students to be involved in creating a positive school environment

STANDARDS OF BEHAVIOUR

A) Respect, Civility and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- respect and comply with all Ministry of Education, school board and school policies
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, both in person and online, especially where there is disagreement or difference;
- respect and treat others fairly, regardless of their race ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect all members of the school community, especially persons who are in a position of authority;

- respect the needs of others to work in an environment that is conducive to learning and teaching;
- not use abusive language or swear at another person
- seek school staff assistance, if necessary, to resolve conflict peacefully.
- not use personal mobile devices during the school day, store them out of view and set them to silent, or off, except under the following circumstances:
 - for educational purposes, as directed by an educator
 - for health and medical purposes
 - to support special education
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B) Safety

All members of the school community must not:

- engage in bullying or cyberbullying behaviours

Definition of bullying:

As defined in section 1 of the Education Act, 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 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)*
- c) Cyber-bullying as defined in section 1 of the Education Act is bullying by electronic means including:*
 - a) creating a webpage 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.”*
- commit sexual assault or sexual harassment;
- traffic in weapons or illegal drugs;
- give alcohol or cannabis to a minor
- commit robbery or theft
- be in possession of any weapon including, but not limited to, firearms;
- threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, alcohol, cannabis (unless a medical cannabis user) or illegal drugs;
 - Students must also not be in possession of electronic cigarettes, vaping related items, tobacco or nicotine products

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- Students must not provide others with alcohol, illegal drugs, tobacco, vaping items, electronic cigarettes, cannabis or related products.
- inflict, or encourage others to inflict, bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or violence;
- commit an act of vandalism that causes extensive damage to school property or property located on the premises of the school or board facility, or to the property of a member of the school community; or
- engage in any form of electronic communication directed to an individual or group of people that is intended to cause (or should be known to cause) fear, distress, and/or harm to other persons; feelings, self-esteem, or reputation, or that has a negative impact on the school climate.

STUDENT RESPONSIBILITIES

All students will:

- be treated with respect and dignity by all school and board staff;
- accept responsibility for their personal actions;
- demonstrate respect for self and others and for those in authority;
- fulfil expected academic obligations;
- come to school punctually each day, prepared and willing to learn;
- follow the rules of the school, on school buses, and at other sites during school activities,
- dress appropriately in accordance with the Board's and the School's policies regarding appropriate dress;
- use respectful language, free from profanity;
- work cooperatively with staff and other students; be honest in their academic work (refrain from plagiarism, cheating, etc.);
- use free time responsibly; and
- refrain from bringing anything to school that compromises the safety of others

STAFF RESPONSIBILITIES

The Principal will:

- demonstrate care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment
- hold those under their authority accountable for their own actions and behaviour;
- empower students to be positive leaders in their school and community, and
- communicate meaningfully and regularly with all members of the school's community.
- model the standards of respect, civility and responsible citizenship
- ensure that the School Code of Conduct, based on the Ontario Code of Conduct and the Board's Code of Conduct is developed and communicated annually to the school community; and
- review the school Code of Conduct at least once every three years, and seek input from School Council, staff, students, parents and guardians.

Educators and School Staff

Under the leadership of their principals, educators and other school staff maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, educators and other school staff uphold these high standards when they:

- help students work to fulfill their potential, and develop their sense of self-worth
- empower students to be positive leaders in their classroom, school and community
- communicate regularly and meaningfully with parents and guardians
- maintain consistent and fair standards of behaviour for all students
- demonstrate respect for one another, all students, parents, volunteers, and other members of the school community
- prepare students for the full responsibilities of citizenship, in particular the skill of respectful communication, both in person and online
- model the standards of respect, civility, and responsible citizenship. This includes modeling appropriate use of personal mobile devices. Educators are not to use

personal mobile devices during instructional time, unless explicitly for work-related purposes.

PARENTAL RESPONSIBILITIES

Parents play an important role in the education of their children and can fulfill this responsibility by:

- demonstrating respect for all students, staff, volunteers and members of the school community;
- supporting the efforts of school staff in maintaining a safe and respectful learning environment;
- are engaged in their child's school work and progress;
- communicating regularly with their child's school;
- assisting staff in dealing with disciplinary issues involving their child;
- helping their child be appropriately dressed and prepared for school
- ensuring that their child attends school regularly and on time;
- promptly reporting their child's absence or late arrival;
- becoming familiar with the provincial Code of Conduct, the Board's Code of Conduct, and the School's Code of Conduct; and
- helping and encouraging their child in following the Board's Code of Conduct and the School's Code of Conduct and the rules of behaviour.

SPECIFIC EXPECTATIONS/RULES FOR SCHOOL

A.C.E. Character Education

The Aberfoyle PS community has embraced the A.C.E. motto of:

A – Accept Responsibility

C – Care for Others

E – Excel Everyday

This important message is the basis of all our character education that students are taught and is the backbone of all our character education initiatives. It helps identify who we are as members of the Aberfoyle PS community.

Hands-On Policy

We maintain a strict “no hands, no feet” policy. Rough play, play fighting, play wrestling, and games which involve pushing, hitting, or kicking, are forbidden for safety reasons. Rough play is often an excuse for bullying and can result in accidents, and play fights can easily escalate into real fights. All students are expected to refrain from physically inappropriate behaviour, and to promptly report such situations to the yard duty supervisors.

Electronics Policy

The UGDSB encourages online technology and student learning through ‘cloud-based’ resources on the UGCloud. At Aberfoyle we are fortunate to have a wide range of technology resources for students to access the cloud and online resources. In some circumstances, a teacher may give permission for students to bring their own electronic devices from home to aid in a project or assignment. Bringing devices from home is completely a student and parental choice, it is never mandatory and according to the Valuables and Electronic Devices Reminders stated on Page 8 of the Family Handbook the school cannot guarantee the safety of these devices.

If a student and parents choose to bring in a device from home they may access the Guest Internet network while under the supervision of their teacher.

No matter if the student is using a school-provided device or they have brought one from home, all students and staff must follow the UGDSB’s Acceptable Use Policy and Procedures (Policy 318-A <http://www.ugdsb.ca/board/policies/index.aspx>) to ensure that all rules are followed and everyone is respected. Please review the summary under the section Computer Network and Internet Use on page 25 or the full policy online.

Phones and Mobile Devices

Students are highly encouraged to leave phones and other electronic devices at home for safekeeping. These items are attractive and we cannot be responsible for theft or

loss of such items. They are not permitted to be used at school, except under special circumstances, and backpacks and lockers are not a secure place to store them.

If you feel it is essential for your child to have a phone for security, please note that it must be kept in the backpack and cannot be turned on inside the school building during the instructional day (bell to bell), and that it must stay in the backpack on the bus ride to or from school. If your child needs to contact you, they can use their phone in the office, or request to use the office phone.

Cell phones must not be visible on the bus or at school, whether in the classroom, in the hallway, or outside. This also applies to digital or photographic imagery equipment including, but not limited to, cell phones, smartwatches and personal digital assistants, and cameras. Infractions associated with the use of cell phones and other electronic devices in school will be dealt with through progressive discipline. The consequences for taking video in school without permission will be significant. These measures align with Board and Ministry policy and are in effect to protect the safety and security of all students.

APPROPRIATE DRESS

Appropriate dress is defined as student attire that is free of symbols of hate, gang membership, or images that portray violence, death, abuse, alcohol, cigarettes, drugs, racial discrimination, obscene words, political or sexual statements.

Aberfoyle Public School expects that all students will dress in a way that is appropriate for the school day or for any school-sponsored event. Students have a right to learn in a safe and caring space that is free of bias and discrimination, and have a right to express their individuality respectfully. It is an expectation that student dress choices respect the UGDSB's intent to promote a community that is inclusive of a diverse range of identities.

Students must wear:

- A shirt or the equivalent (e.g., sweater etc) with fabric in the front, back and on the sides under the arms, AND
- Pants or the equivalent (e.g. skirt, sweatpants, leggings, dress, shorts), AND
- Shoes or the equivalent (e.g., boots, sandals etc.). Clothing must fully cover genitals, buttocks, and breasts with opaque fabric.

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Students cannot wear:

- Clothing or accessories containing violent language or images Images, logos or language depicting drugs, alcohol or any illegal item or activity.
- Images, logos or language that portray: ethnic prejudice, racism, sexism, vulgarity, gang-related markings, obscenities, profanity, hate speech, and/or pornography
- Images, logos or language that creates a hostile or intimidating environment
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
- Swimsuits (except as required in class or athletic practice)
- Items or accessories that could be considered dangerous or could be used as a weapon (with the exception of religious accessories or articles of faith such as a Kirpan)
- For safety considerations, clothing items must not obscure the face or ears, except as a religious observance.

If students come to school dressed inappropriately, they will be directed to change and if appropriate clothing is not available at school, parents will be contacted to bring suitable attire.

POLICE SERVICES

The Board believes that the Police Services are partners with schools and school boards in maintaining safe schools and communities. Through the guidelines established in the Police/School Board Protocol Agreement, Police support schools by encouraging, enabling and maintaining positive relationships with school administrators, staff, students, parents and members of the school community.

COMMUNITY PARTNERS

The Board believes that community agencies and members of the school community are resources that can help boards deliver prevention and intervention programs. Current and new partnerships, protocols and outreach are encouraged and supported by the Board to formalize and enhance relationships to maintain safe communities.

IMPLEMENTATION OF THE SCHOOL'S CODE OF CONDUCT

Schools focus on prevention and early intervention as the key to maintaining a positive school environment in which pupils can learn. The Board supports the use of positive practices and progressive discipline as a whole school approach to foster the building of healthy relationships and encourage appropriate behaviours, as well as the application of consequences for inappropriate behaviour.

PROGRESSIVE DISCIPLINE

Progressive Discipline is a whole school approach that makes use of a continuum of prevention programs, interventions, supports, and consequences to promote positive behaviours. In developing a Progressive Discipline approach, preventative practices, corrective and supportive strategies are used to reinforce positive behaviours. These approaches build skills for healthy relationships and promote positive behaviours.

Progressive Discipline is a range of early and later interventions, supports, and consequences that are developmentally appropriate, and include opportunities for students to learn from mistakes and that focus on improving behaviour. These may include, but are not limited to:

- Student Success and Character Development strategies and programs;
- providing students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
- utilizing models based on the concepts of peer mediation and/or peer counselling;
- documenting incidents requiring disciplinary measures, and applying the mitigating factors;
- being sensitive to unique circumstances which may affect student behaviour;
- ensuring that contact with the parent(s)/guardian(s) of students, under the age of eighteen, is made early in the disciplinary process;
- maintaining contact with the parent(s)/guardian(s) and involving them in a plan to improve the behaviour until the behaviour is acceptable.

As incidents arise, it is recognized that each situation is unique. Incidents are managed in a consistent manner to ensure that fairness is integral to the process, and that this fairness is perceived by all participants. Within this process, consideration for consequences will be given for:

- student age
- frequency of incidents
- nature and severity of incidents
- student exceptionalities
- extenuating circumstances
- impact on the school climate

CONSEQUENCES

The school will use a range of interventions, supports and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

In addressing inappropriate behaviour by students, schools will:

- utilize a progressive discipline approach;
- utilize Student Success or Character Development strategies and programs;
- provide students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
- utilize models such as those based on the concepts of peer mediation and/or peer counselling;
- document incidents requiring disciplinary measures, and apply the mitigating factors to be sensitive to unique circumstances which may affect student behaviour;
- ensure that contact with the parents and guardians of students under the age of eighteen, or students over the age of 18 or those 16 or 17 years old who have withdrawn from parental control (adult students), is made early in the disciplinary

process and involves them in a plan to improve the student's behaviour until the behaviour is acceptable; and/or

- utilize consequences such as short-term suspension as a useful tool, and respond as required with long-term suspension or expulsion.

The following are examples of consequences and supports / interventions, in no particular order. The application of consequences, supports and interventions are determined by the incident and the individual students involved.

Examples of Consequences:

- verbal reminder
- warning
- review of expectations / rules
- written or verbal apology
- incident sheet
- yard: 5 minutes on the wall
- yard: walk with the teacher
- letter written to parent
- phone call home
- student contract sheet
- restitution
- in-school community service
- recess detentions
- class time detentions
- loss of in-school privileges
- loss of field trip privileges
- suspension from the bus
- suspension
- expulsion

Examples of Supports / Interventions:

- discussion with Principal
- reflective paragraph / essay
- problem solving
- conflict mediation
- social stories
- discussion with parents (next steps, solutions)
- conference with others involved
- restorative justice
- Child and Youth Counsellor support
- positive reward system
- Attendance Counsellor support
- student / teacher / parent meeting
- case conference with school staff and/or Board consultants
- referral to outside agencies
- Suspension / Expulsion Program

SUSPENSION AND EXPULSION

It is understood that discipline serves not only to correct inappropriate behaviour, but also as a deterrent. To maintain a safe and effective learning environment, suspensions and expulsions may be imposed not only to deter inappropriate behaviour, but also to remove individuals who pose a threat to the safety and well being of others. The Provincial Code of Conduct specifies that for student actions that do not comply with the Provincial Standards of Behaviour, suspension and expulsion may be considered. The Board's Student Discipline Policy (Policy #503) sets out the process for Suspension and Expulsion. This policy specifies the student actions that **may** result in the Principal imposing a suspension, as well as the student actions that **will** result in the Principal imposing a suspension and considering an expulsion pending an investigation of the incident.

MITIGATING FACTORS

The Principal will consider the following mitigating factors when considering a suspension:

- the pupil does not have the ability to control his or her behaviour;
- the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour;
- the pupil's continuing presence in the school does not create an unacceptable risk to the safety of any other person.

The Principal will also consider the following factors if they mitigate (moderate) the seriousness of the incident or the behaviour of the student involved:

- the pupil's history and age, whether progressive discipline has been used, if a behaviour has been motivated by harassment or discrimination, the impact on the ongoing education of the student, the student's Individual Education Plan.

Note: In some cases, even though the offence calls for a mandatory suspension pending an investigation, the consideration of the mitigating circumstances may cause a principal not to suspend.

INFRACTIONS THAT MAY LEAD TO A SUSPENSION

Police may be involved, as required, and a suspension **may** be imposed for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:

- a uttering a threat to inflict serious bodily harm on another person;
- b possessing alcohol or illegal drugs;
- c being under the influence of alcohol;
- d swearing at a teacher or at another person in a position of authority;
- e 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;
- f bullying, including cyber bullying;
- g any act considered by the Principal to be injurious to the moral tone of the school;
- h any act considered by the Principal to be injurious to the physical or mental well-being of members of the school community;
- i persistent opposition to authority;
- j habitual neglect of duty; or
- k a serious breach of the Board or School's Code of Conduct.

INFRACTIONS FOR WHICH A PRINCIPAL SHALL IMPOSE A SUSPENSION, AND MAY CONSIDER RECOMMENDING TO THE BOARD THAT A STUDENT BE EXPELLED

Police may be involved, as required, and a student **will** be immediately suspended, an investigation will occur and **may** lead to a recommendation of expulsion to the Board's Discipline Committee for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:

- a possessing a weapon, including possessing a firearm;
- b using a weapon to cause or to threaten bodily harm to another person;
- c committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- d committing sexual assault;
- e trafficking in weapons or illegal drugs;
- f committing robbery;
- g giving alcohol to a minor;
- h an act or activities considered by the Principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- i activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
- j the pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper;
- k bullying – previous suspension / risk to others;
- l any suspendable activity that is motivated by bias, prejudice or hate.