

Developing Safe School Communities

A standard of behaviour for the
Seine River School Division

École St. Adolphe School



A Standard of Behaviour is a teaching model rather than a mandate for behaviour. The emphasis is on teaching rather than telling, nurturing rather than sanctioning and including rather than excluding.

The objective of this Standard of Behaviour is to ensure, to the fullest extent possible, the provision of a “safe and caring community” for all involved with the Seine River School Division.

Each school in Seine River School Division together with its community will develop its own code of conduct/safe school plan modeled in these principles.

Emotional and physical safety are fundamental for the provision of safe and caring school communities, and refer to a classroom or school environment in which students can experience all of the following:

- a sense of value, belonging, acceptance, respect and dignity
- the freedom to, in an environment of respect and acceptance, risk learning new things without fear of making a mistake
- encouragement support, recognition, effective instruction, guidance and appropriate resources
- recognition and acknowledgement of one’s unique talents, skills and qualities
- the freedom from harassment, intimidation (examples include: labeling, name-calling, ridicule, taunting, criticism or contempt) and threat of physical harm from adults or peers
- the freedom to make choices and influence one’s own learning and pursue personal interests
- the freedom to have (and appropriately express) one’s own feelings and opinions without fear of recrimination

Responsibilities

One of the priorities of the Seine River School Division is “preparing students for their role as citizens and active participants in a safe and democratic society.” To support this work:

Students are, to the fullest extent possible, responsible for:

- complying with the Standard of Behaviour of the Seine River School Division and its individual schools
- showing respect for the rights, property and safety of themselves and others
- respecting and appreciating the diversity of all school members, regardless of their race, culture, ethnicity, religion, gender, sexual orientation, age and ability
- expressing themselves with socially acceptable language and behaviour
- exhibiting behaviour that avoids all forms of intimidation, harassment, racism, and discrimination
- dressing in accordance with school dress standards
- treating school property and the property of others with reasonable care
- respecting the responsibilities of all school members in exercising their duties
- promoting positive behaviour through the avoidance of all types of violent acts
- attending classes, activities and events and being prepared and punctual
- showing courtesy and respect for the rights of all people in the school and in the community
- demonstrating behaviour that contributes to an orderly, supportive, and safe learning environment
- resolving interpersonal conflicts and difficulties through discussions or by seeking assistance from school personnel
- developing self-discipline

*École St. Adolphe School
Vision*

*To appreciate, respect, encourage and inspire discovery amongst everyone in our school,
families and community.*

Students today are facing a new set of “basics,” among them respect for self and others, the ability to work cooperatively, a sense of empathy towards others, anger management skills, a sense of hope, a sense of personal responsibility, non-violent conflict resolution competence and an understanding that our actions do have an impact on our world and our life.

Naomi Drew

Staff Members are responsible for:

- subscribing to the policies of the Seine River School Division and/or the tenets of the Manitoba Teacher's Society Code of Professional Practice regarding responsible, professional behaviour
- treating parents, students, and fellow staff with dignity and respect at all times
- participating and cooperating with parents and other school staff in the development and implementation of plans to address the learning needs of students
- communicating information about student behaviour to parents and administration as appropriate
- establishing and maintaining a safe, secure, non-threatening learning environment
- providing an environment that promotes self-esteem and self-discipline
- teaching and modeling the Standard of Behaviour

Parents are responsible for:

- instilling basic values and responsibilities in their children
- treating staff with dignity and respect at all times
- following established protocol in expressing concerns about individual staff members
- ensuring that their child attends regularly and punctually
- helping their children understand and succeed in meeting the behavioural expectations
- contacting the school regarding their child's needs (academic, social, emotional and behavioural)

CONTINUED: *Parents are Responsible for:*

- demonstrating support for the school and offering constructive input
- problem solving in a manner respectful of all involved

Parent responsibilities are in accordance with The Public Schools Act, The Child & Family Services Act and the obligations outlined therein.

Behaviour

Behaviour is situational, and any and every response to behaviour must always be informed by the circumstances of the situation.

- Discipline is intended to restore safety, change the inappropriate behaviour, and promote the learning of self-control.
- Expected behaviours must be actively taught both at home and in school.
- The strategies used to develop understanding and respect for the rights of others may vary from student to student.
- When there is non-compliance with the Standard of Behaviour, an appropriate response shall follow.

Inappropriate Behaviour

The nature and scope of inappropriate behaviour ranges from disruptive to severely disruptive.

Disruptive Behaviour

Behaviour that interrupts the learning climate of the school, endangers the well-being of others, or damages school property is classified as disruptive. Examples of disruptive behaviour may include, but are not limited to:

- late arrival at school and to class
- disrespect or insubordination
- failure to obey instructions, forging notes or excuses
- failure to arrive with the materials required for class
- non-attendance or poor attendance in school or specific classes
- failure to attempt and/or complete assignments
- loitering in school areas when asked not to

- profanity
- minor conflict
- inappropriate response to conflict
- passive support for the misconduct of others (being a bystander)
- smoking
- petty theft
- other acts of misconduct that are disruptive or that may create a potential safety Hazard

Severely Disruptive Behaviour

Behaviour that significantly disrupts the learning climate of the school, endangers the well-being of others, or damages school property is classified as severely disruptive. Examples of severely disruptive behaviour include, but are not limited to:

- chronic disruptive behaviour (a repeated pattern of misbehaviour)
- vandalism
- disruptions to school operations
- verbal abuse
- active encouragement for the misconduct of others
- racial and/or discriminatory misconduct
- sexual harassment and/or assault
- sexual misconduct, sexual abuse or physical abuse
- making threats
- physical violence
- hazing
- use or possession of any form of a weapon
- use or possession of drugs and/or alcohol
- drug trafficking
- illegal activity
- gang activity
- bullying: repeated targeting, intimidation and exclusion of others by an individual or group, including electronic harassment

Appropriate Responses

Schools are safe but by their very nature will encounter problem behaviours. The Seine River School Division is committed to working towards the provision of a safe learning community, and will always respond to situations that threaten or violate the physical and emotional safety of those in its care.

In addressing any misbehaviour, responses shall:

- be logical, realistic and timely
- be appropriate for the student's stage of development and considerate of the student's special needs
- reflect the severity of misbehaviour and take into account the frequency, duration and intent of the misbehaviour
- be chosen initially to restore safety and order
- make sense to students as much as possible
- enable students to generate appropriate responses and solutions

Individuals or groups violating these principles become subject to a range of appropriate responses as defined by the Seine River School Division Standard of Behaviour.

One measure of a school (division) is how well it restores disruptive, defiant, misbehaving children or non-attenders, the loners, the ones who make little or no attempt to learn back to the school community and to learning.

- Dianne Gossen

The following are examples of responses that may be considered in addressing inappropriate behaviour:

- discussion with those involved
- interviews that may involve students, staff, parents and/or Divisional personnel
- a plan that may include counselling, mentoring or mediation
- time out: a “cooling off” period
- student detention
- withdrawal of privileges
- withdrawal from course(s) because of poor attendance
- making amends either monetarily or through school-based community service/restitution
- development and implementation of a behavioural or performance contract
- suspension: in-school or out-of-school
- suspension for the remainder of the school year
- expulsion: involvement of school administration, Superintendent and Board is required

In response to a high risk and severely disruptive behaviour, an immediate suspension of up to 5 days may be given in order to secure safety and develop an appropriate plan.

In the event a parent or staff member wishes to appeal decisions related to discipline, established protocol must be followed to express these concerns.

École St. Adolphe School Beliefs and Values

The É.S.A.S. Code of Behavior is based on four beliefs and values. As a community we expect everyone to be **Safe, Responsible and Respectful**. These beliefs are the core of our Code of Behavior. Our behavior will vary depending on **where we are in the school and what activity we are doing**. The consequences will also vary depending on our age, level of understanding and maturity. Posters outlining our beliefs and behaviors are posted all across the school. They are reviewed on a regular basis by the staff, parents and students. Parents play an important role in reminding their children of the four core values of our school and how they actually should manifest themselves in our behaviors.

Be Safe

In general to **Be Safe** means to walk in the hallways at all times, to put things back where they belong, to keep your hands and feet to yourself, to use the appropriate doors, to listen to teachers directions at all times, to stay together on a field trip, to keep the four legs of your chair on the floor, to hand your school bag at the designated place, etc. To be safe, students are reminded all the time to pay attention to others and to listen to people in charge.

Be Responsible

In general, to **Be Responsible** means to complete your homework, to be on time, to have your phys. Ed equipment at school, to keep all food outside the gym and the computer lab, to follow directions, etc. We want all our students to become responsible citizens. They are encouraged to get involved on our school life, to volunteer with the school's various community programs such as the lunch and canteen monitors, the Student Council, etc.

Be Positive

In general, to **Be Positive** means to be welcoming when new students arrive, to do your best, to help others, to encourage everyone, to play with everyone and include everyone, to leave inappropriate Internet Sites immediately, to say thank you often, to praise your friends, to believe in yourself, etc. We strive to provide our students with lots of recognition. We want all of them to have a high self-esteem.

Be Respectful

In general, to **Be Respectful** means to use appropriate language at all times, to control your anger, to keep your hands and feet to yourself, to talk with an inside voice, . To discourage rumors and negative comments, to stay outside of people's personal space, to accept the decisions of our coaches and referees, to support others when they struggle, to listen when others speak, to let students work in class, to keep the school clean, etc. The most important message for our students is to respect themselves, to respect the teachers and respect each other.

This is a sample of the Rules and Behavioral expectations in one of the common areas of École St. Adolphe School.

In our Parent Handbook you will find the charts for all common areas along with a rewards and consequences chart. You are asked at the beginning of the year to review this with your child(ren) and advise the school that you have done so by way of the ballot on the last page of the handbook.

SCHOOL DRESS CODE

COMMON AREA	Be Safe	Be Respectful	Be Responsible	Be Encouraging
Classroom	Keep hands, feet and objects to yourself Walk at all times Floor should be kept clear of shoes school-bags, etc.	No put-downs Speak quietly Take turns Stay seated Ask permission to use something Raise hand to speak	Return items to their proper place Have supplies organized Be prepared to learn Return lost items to designated area	Give compliments Listen attentively Acknowledge others Wait your turn

Students and staff are expected to wear appropriate clothing at all times. The dress should be clean and presentable, not torn or dishevelled.

Students must refrain from wearing

- : clothing with offensive and negative logos or slogans
- : muscles shirts
- : halter tops
- : Spaghetti strap shirts or sundresses
- : mini skirts or short shorts(unless accompanied by leggings)
- : short shirts (midriffs must be covered)
- : hats and bandanas
- : shirts with plunging necklines

Should students choose to wear the above they will be asked to

- : turn the item inside out
- : return home to change
- : put on their gym clothes
- : put on some designated clothing provided by the school

All students are expected to have clean, dry shoes on in the building at all times for cleanliness and safety reasons.

The modeling of conduct that we desire students to emulate is an ongoing responsibility for all the adults in a child's life—at school, at play and at home.

This document is adapted from the Pembina Trails School Division's "Creating a Safe and Caring School Community".

We wish to acknowledge the leadership shown by the Pembina Trails School Division in developing their Standard of Behaviour Document.

The model presented in this document reflects the thinking and work of Dr. Jane Bluestein, Barbara Coloroso, Dr. Mary Hall and Safe Schools Manitoba as well as the Nova Scotia Department of Education among others.

This framework is consistent with The Public Schools Act: Bill 30, The Safe Schools Charter.

