

TURTLE MOUNTAIN SCHOOL DIVISION

STANDARD OF BEHAVIOUR

"There is nothing more unequal than the equal treatment of unequal people."
Thomas Jefferson

The Turtle Mountain School Division, in co-operation with parent/legal guardians/legal guardians, and supported by the community, believes an integral part of its mission is to provide a safe learning environment for students and staff. We believe when all adults and students in a school community work together in a respectful and supportive manner, the outcome is a safe learning environment for everyone.

A "teaching" approach to student behaviour immersed in proactive preventative strate-

gies, guided practice, and modeling will be utilized divisionally. When intervention will be required the issue will be dealt with in a timely and appropriate manner. The goal is to restore a physically and emotionally safe environment. It is imperative for all staff to work together in a spirit of respect, cooperation and inclusion for this process to be successful.

Behaviour always happens within a greater context. The response to the behaviour must take into consideration the situational factors when determining the

appropriate response. Factors to be considered include:

- ♦ Age of the students
- ♦ Type of activity at the time
- ♦ Level of severity
- ♦ Pattern of behaviour or initial offence
- ♦ Any special needs considerations
- ♦ "Outside of school" factors
- ♦ The laws of the land

"What you are speaking so loudly I cannot hear what you are saying."

Ralph Waldo Emerson



"Good schools, like good societies and good families celebrate and cherish diversity."

Deborah Meier



"The highest result of education is tolerance."
Helen Keller

Responsibilities

Students will:

- Contribute to a positive, orderly, safe and respectful school climate.
- Develop and practice appropriate conduct at school, including while travelling to and from school and at all school activities.
- Be courteous and respectful of others.
- Respect school property and the property of others.
- Dress in accordance to school policy.
- Respect and appreciate the diversity of all members of the school community regardless of their culture, gender, age, ability, religion, race, sexual orientation, first language or socio-economic status.
- Be prepared and punctual for all classes and activities.
- Report safety concerns to school staff.
- Resolve conflicts in a peaceful, respectful, assertive manner.
- Demonstrate academic honesty.
- Respect and follow the Division's policies and the laws of the land with regards to weapons, threats, gangs and controlled substances.
- Refrain from verbal, non-verbal and physical bullying behaviour, including cyber-bullying.

“The secret
in
education
lies in
respecting
the
student.”

Ralph Wal-
do
Emerson

Responsibilities

Staff will:

- Promote and model attitudes and behaviour that contributes to a positive, orderly, safe and respectful school and class-room climate.
- Provide relevant learning experiences to meet the diverse needs of students.
- Implement strategies to develop and guide positive student behaviour, self-esteem and self-discipline.
- Use a proactive approach in dealing with student behaviour.
- Encourage open communication with students.
- Collaborate with colleagues in maintaining a consistent response to behaviour.
- Be fair respectful and objective in dealing with behaviour.
- Treat students, parent/legal guardians/legal guardians and fellow staff with dignity and respect at all times.
- Respect confidential information about students, staff and parent/legal guardians/legal guardians/legal guardians.
- Maintain appropriate communication with parent/legal guardians/legal guardians/legal guardians.



“Children need
models rather than
critics.”
Joseph Joubert

“You are the bows from which your children
as living arrows are sent forth.”
Kahlil Gibran



Responsibilities

Parent/legal guardians/legal guardians/legal guardians will:

- Treat staff and students with respect and dignity.
- Instill basic values and attitudes towards education and the treatment of others in their child.
- Work in partnership with school staff to meet the needs of their child.
- Ensure the regular attendance of their child in school and notify the school staff if their child is to be away for any reason.
- Cooperate with school staff to ensure their child complies with the school and division behaviour policies and decisions.
- Work towards peaceful and respectful resolution of conflict.
- Maintain open communication with school personnel regarding their child's needs (academic, social, emotional and behavioural).
- Participate in meetings with school staff regarding student issues as required.
- Offer constructive input to school staff in an effort to solve problems in a supportive and respectful manner.

“Example has more followers than reason.”
Christian Nevell Boyce



Breaches of the Standard of Behaviour

Breaches of the Standard of Behaviour disrupt the safe, orderly, and respectful learning environment of the school. The breach may range from first time to chronic offenders, from mild to severely damaging, from annoying to extremely hurtful.

Disruptive behaviour will be dealt with in a timely manner to ensure a safe learning environment for all. The focus on the intervention will be on teaching the desired behaviour.

Breaches of the Standard of Behaviour include but are not restricted to:

- * Talking out of turn
- * Not sharing or taking turns
- * Disrespectful comments or actions
- * Teasing
- * Excluding
- * Put-downs
- * Unsafe movement through the hallways
- * Failure to comply with directions from adults
- * Being late to school or class
- * Inappropriate dress
- * Inappropriate language or profanity
- * Disrespectful behaviour during a performance or presentation
- * Poor attendance at school or class
- * Indolence
- * Academic dishonesty
- * Inappropriate reaction to conflict or disagreement
- * Use of cell phones during school hours
- * Internet infractions
- * Theft, arson, graffiti, vandalism (disrespectful to property)
- * Engaging in behaviour that is verbally, physically or emotionally abusive
- * Sexual harassment or assault
- * Being a bystander to behaviour that is verbally, physically or emotionally abusive
- * Making threats in any form
- * Being a bully in any form
- * Discrimination or racism
- * Physical assault
- * Possession, threat or use of a weapon
- * Possession or use of alcohol or drugs
- * Drug trafficking
- * Gang activity
- * Any other illegal activity



“We must cultivate our garden.”

Voltaire

Appeal Process

Addressing behavioural issues effectively is more likely when home and school work together. However, sometimes disagreements occur. Classroom based decisions may be appealed to the administration. School-based decisions may be appealed to the Superintendent and the School Board. School board decisions may be appealed through the Dispute Resolution process.

The above document is consistent with the Public School Act; Bill 30, The Safe School Charter which can be seen at: www.web2.gov.mb.ca/laws/statutes/2004/c0240e.php. Please see applicable sections of the Turtle Mountain School Division Policy at: www.tmsd.mb.ca.



“In an effective classroom, students should not only know what they are doing, they should also know why and how.”
Harry Wong

Response to Misbehaviour

Positive social behaviour, respect, self-control and the ability to problem solve in conflict situations are learned. All adults need to teach these skills, make expectations clear, provide practice and reinforcement, and to model expected behaviours.

Turtle Mountain School Division expects schools to be safe, orderly places to learn. Sometimes unsafe misbehaviour occurs. When these disruptions happen, the Division and its employees are expected to take the required quick and appropriate response to restore a physically and emotionally safe environment for everyone.

Several fundamental principles will be applied to these situations:

1. Restoration of the safe learning environment as quickly as possible . This is our first priority.
2. Fairness—Every reasonable effort will be made to arrive at the facts and the rights of all will be considered.
3. Communications—Minor infractions may be dealt with “in house” but in the case of repetitive minor infractions or any moderate or severe situations, parent/legal guardians/legal guardians will be notified.
4. Situations will be treated as learning opportunities. Behaviours occur for a purpose. We recognize the need to introduce positive alternatives and to provide opportunities to practice them.
5. The use of logical consequences which show contrition, mend, repair, replace as appropriate will be applied where possible.
6. Re-integration of offenders—Reinforcing connections with peers and adults is critical to limiting future infractions.

“Good judgment comes from experience and experience ... well that comes from poor judgment.”

Anonymous

The following range of responses that will be considered in dealing with misbehaviour:

- ✦ Re-direction, reminders, do overs
- ✦ Discussion with the person(s) involved
- ✦ Time outs
- ✦ Contact with the home
- ✦ Meeting with administration
- ✦ Loss of privileges
- ✦ Detention
- ✦ Behaviour contract
- ✦ Meeting with parent/legal guardians/legal guardians/legal guardians, teacher, student, administration (as required)
- ✦ Counseling
- ✦ In-school suspension
- ✦ Out-of-school suspension
- ✦ Functional behaviour analysis
- ✦ Individual behaviour plan
- ✦ Restitution
- ✦ Community service
- ✦ Police involvement
- ✦ Referral to superintendent and school board
- ✦ Long-term suspension
- ✦ Expulsion



**Children need love
especially when they
do not deserve it.**

Harold S. Hubbert



We wish to acknowledge the work of Pembina Trails School Division, as this document was inspired by their document “Creating a Safe and Caring School Community.”
