



*Rivière Seine River*

# Developing Safe School Communities

A standard of behaviour for the  
Seine River School Division



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
- encourage, support, recognition, effective instruction, guidance and appropriate resources
- recognition and acknowledgement of one’s unique talents, skills and qualities
- the freedom of 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

# La Barriere Crossings School

## Mission Statement

To provide a safe, positive, inclusive learning environment incorporating the unique qualities and skills of our students, parents, and staff while exploring and celebrating the cultural diversity of our community, thus empowering our students to become productive, fulfilled citizens.

*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.

## LBC BASIC RULES

**To create a safe, positive learning environment, the Code of Conduct has been summarized to a few basic rules.**

**Following these rules will allow everyone at LBC, child or adult, to focus on learning.**

- ◆ We will work and play safely at all times.
- ◆ We will come to school everyday, on time and prepared to learn.
- ◆ We will treat others, students and adults, respectfully.
- ◆ We will keep our hands and feet to ourselves. We will not hit, kick, push, fight or playfight.
- ◆ We will respect the property of the school and others.
- ◆ We will solve our problems peacefully.
- ◆ We will dress appropriately for school.

The Code of Conduct provides specific details on the rules stated above.



**Expectations and behaviour desired in the classrooms.**

*Follow the instructions the first time they are given!*

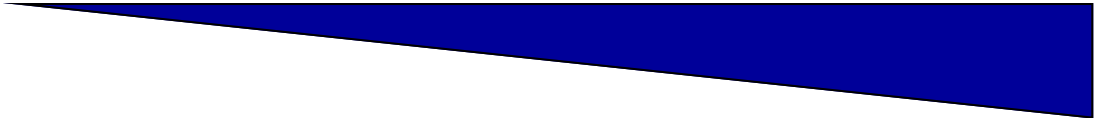
| Room      | Be Safe!   | Be Respectful!   | Be Responsible!   | Be Positive!  |
|-----------|--|--|---|---|
| Classroom | Walk!<br><br>Keep the chair legs on the floor!<br><br>Keep your school bag on your hook or your locker!<br><br>Keep your personal things at the right place! | Always use appropriate language!<br><br>Use a calm voice!<br><br>Take care of things that belong to others!<br><br>Listen carefully to the teacher and other students!<br><br>Raise your hand to speak!<br><br>Wait your turn! | Take care of your personal things!<br><br>Bring all the necessary supplies in class!<br><br>Be well prepared!<br><br>Be on time!<br><br>Do your homework!<br><br>Put things in the right place! | Be friendly!<br><br>Encourage yourself & others!<br><br>Do your best!<br><br>Always say please and thank you! |

**LBC Dress Code**

Everyone is expected to dress appropriately for school.

- ◆ Shirts and tops must be of waist length to cover the midriff; skirts and shorts must be of modest length; undergarments must be completely covered by outer clothing. Shirts may be sleeveless, but must have, at minimum, a wide shoulder strap. Spaghetti strap tops and halter tops do not meet the dress code.
- ◆ Clothing and jewelry must not reflect messages promoting drugs, alcohol or violence. Clothing and jewelry must not reflect messages that are sexually oriented, offensive to others or demeaning to any person or group.
- ◆ Any form of dress that reflects gang involvement is strictly prohibited.
- ◆ Hats, caps, toques, headbands and bandannas are not to be worn in the building. ***This applies to male and female students.***
- ◆ Jackets are to be stored in lockers and are not to be worn in class.
- ◆ Students will keep an extra pair of shoes at the school to wear inside on days when the weather is wet.
- ◆ Chains of any type, attached to clothing or wallets are strictly prohibited.
- ◆ Pants must be high enough to cover undergarments. Pants must be secured to prevent the pants from coming down.





*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  
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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.

