

MAPLE LEAF SCHOOL

"Learn, Grow, Live"

CODE OF CONDUCT

Revised: October 17, 2018



PART 1: MISSION STATEMENT

Maple Leaf School is dedicated to:

- ♦ Working as a community to provide a safe, caring student-centred learning environment where diversity is celebrated;
- ♦ Activating student learning in support of our children reaching their potential as creative, responsible, and contributing members of our democratic society; and
- ♦ Working together as a staff to advance our capacity to improve student learning.

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PART 2: MAPLE LEAF SCHOOL BELIEFS

At Maple Leaf School

we believe:

Learning is exciting

In caring about each other and our world

In being responsible

Every person is important

In working together to get big jobs done

PART 3: BULLYING

Under the Public schools Act Bullying is behaviour that

- A) is intended to cause, or should be known to cause, fear, intimidation, humiliation, distress or other forms of harm to another person's body, feelings, self-esteem, reputation or property; or
 - B) is intended to create, or should be known to create, a negative school environment for another person.
 - C) Bullying takes place in a context of a real or perceived power imbalance between the people involved and is typically (but need not be) repeated behaviour.
 - D) It may be direct (face to face) or indirect (through others); it may take place through any form of expression, including written, verbal, physical, or any form of electronic communication (referred to as cyber-bullying), including social media, text messages, instant messages, websites, or e-mail.
- Cyberbullying is bullying by means of any form of electronic communication, including social media, text messaging, instant messaging, websites, or e-mail.
 - Unacceptable conduct: Unacceptable conduct includes abusing another student physically, sexually, or psychologically, verbally, in writing, or otherwise. It also includes bullying another student.

PART 4: REASONABLE ACCOMMODATION

Reasonable accommodation: It is the school's obligation to address students' special needs that stem from the protected characteristics specified in Manitoba's Human Rights Code, such as physical or mental disabilities, et cetera, and that affect the individual's ability to access educational/school services or facilities. The measures to accommodate special needs will be reasonable and required unless they cause undue hardship due to cost, risk to safety, impact on others, or other factors.

PART 5: RESPONSIBILITIES OF STUDENTS, STAFF AND PARENTS

Students

Students are responsible for:

- ◆ Attending classes, activities and events and being prepared and punctual
- ◆ Complying with the requests of school community members
- ◆ Expressing themselves with socially acceptable language and behaviour
- ◆ Dressing appropriately for school
- ◆ Respecting the responsibilities of all school members in exercising their duties
- ◆ Demonstrating behaviour that contributes to an orderly, supportive, and safe learning environment
- ◆ Using positive problem solving in dealing with difficulties
- ◆ Completing the work that is assigned by their teacher(s)

The following will not be tolerated on school sites:

- ◆ Use, possess or be under the influence of alcohol, cannabis (marijuana) or illicit drugs at school
- ◆ Have any gang involvement
- ◆ Possess a weapon possessing a weapon, as “weapon” is defined in section 2 of the Criminal Code

Staff

Staff members are responsible for:

- ◆ 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 their students
- ◆ Communicating information about student progress, attendance, and behaviour to students and parents
- ◆ Establishing and maintaining a safe, secure, non-threatening learning environment
- ◆ Using positive problem solving in dealing with conflicts
- ◆ Following the school board policies regarding responsible and professional behaviour
- ◆ Inform parents of relevant classroom information (i.e. allergies)
- ◆ Follow the Manitoba Teachers’ Society Code of Professional Practice.

Parents

Parents are responsible for:

- ◆ Instilling basic values and responsibilities in their children
- ◆ Ensuring that their child attends regularly and punctually
- ◆ Treating staff with dignity and respect at all times
- ◆ Participating and cooperating in the development and implementation of plans to address their child’s learning needs
- ◆ Maintaining regular communication with their child about school matters
- ◆ Demonstrating support for the school by attending events and meetings and offering constructive input
- ◆ Using positive problem solving in dealing with conflicts
- ◆ Providing basic needs such as proper clothing and nutrition.
- ◆ Being aware of anaphylactic food allergies in students’ classroom and not packing those foods in child’s lunch.

PART 7: HOW WE LIVE OUR CODE OF CONDUCT DAY TO DAY AT MAPLE LEAF

- a) **Teaching:** At Maple Leaf School, we believe that children learn by doing. We use teachable moments and we guide our children in meeting their needs in ways that allow all of the children to live and learn in a safe environment. Our aim is that the children learn self-discipline through self-evaluating, thinking about how to meet their needs in peaceful ways, thinking about how their actions affect others, and learning to face their mistakes so that they can return to the group as strengthened individuals. At Maple Leaf School, we teach social responsibility through Bucket Filling, Education for Sustainable Development, Restitution, Play is the Way and Ross Greene's Collaborative and Proactive Solutions (appendix – Bucket Filling Philosophy, Restitution, Summary Sheet, Education for Sustainable Development Goals.) We also have a wellness self regulation committee that creates school plans to help student and staff wellness through programs like Play is the Way.
- b) **Dealing with Bullying:** At Maple Leaf School we understand bullying as the repeated, hurtful use of words or actions by an individual or group. Bullying can be in the following forms:
Verbal Bullying: hurtful names and insults, cruel put-downs, false accusations, racist slurs, homophobic remarks, sarcasm, vicious rumours, threats.
Relational Bullying: excluding, isolating, ruining reputations, destroying friendships, ignoring, glaring.
Physical Bullying: extorting, pushing, punching, kicking, beating, spitting, pinching.
Cyber Bullying: using technology to hurt others in a deliberate and repeated hostile manner
- c) Maple Leaf School supports **Bill 28** of the Public Schools Act which reads as follows:
 "Under Bill 28 a school employee, or a person in charge of pupils during school approved activities, must make a report to the principal if they think a pupil has engaged in bullying or other unacceptable conduct. A principal who believes that a pupil has been harmed by the unacceptable conduct must notify the pupil's parent or guardian. Exceptions to this requirement may be made by regulation. Unacceptable conduct is defined to mean abusing another pupil physically, sexually or psychologically and bullying, including cyber-bullying."
- d) Maple Leaf School supports **Bill 30**, The Safe Schools Charter, which reads as follows:
 "Principals and teachers are required to maintain a safe and caring learning environment. The principal may be privy to student information that is confidential in nature. The principal has discretionary disciplinary authority concerning student behaviour with the understanding of securing safety for the school environment." 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 to restore safety and order
 - Be chosen to restore the child back into the group having learned from mistakes



APPENDIX A: BUCKET FILL-OSOPHY

The Theory of the Dipper and the Bucket

- Each one of us has an invisible bucket. It is constantly emptied or filled, depending on what others say or do to us.
- When our bucket is full, we feel great.
- When it is empty, we feel awful.
- Each of us has an invisible dipper.
- When we use that dipper to fill other people's buckets ~
- by saying or doing things to increase their positive emotions ~ we also fill our own bucket.
- But when we use that dipper to dip from others' buckets ~ by doing or saying things that decrease their positive emotions ~ we diminish ourselves.
- Like the cup that runneth over, a full bucket gives us a positive outlook and renewed energy. Every drop in that bucket makes is stronger and more optimistic.
- But an empty bucket poisons our outlook, saps our energy, and undermines our will. That's why every time someone dips from our bucket, it hurts us.
- So we face a choice every moment of every day: We can fill one another's buckets, or we can dip from them.
- It's an important choice ~ one that profoundly influences our relationships, productivity, health, and happiness.

Bucket-Filling Curriculum Goals

- To teach children how to reach out and express love, respect, and appreciation to others.
- To help children to become "other-centered" rather than "self-centered".
- To help children express their feelings (good and bad) in a healthy manner.
- To help children understand where feelings originate and how to protect their feelings from being hurt.
- To establish a framework for more constructive words and actions and less bullying.
- To create more positive home and school environments



APPENDIX B: EDUCATION FOR SUSTAINABLE DEVELOPMENT GOALS

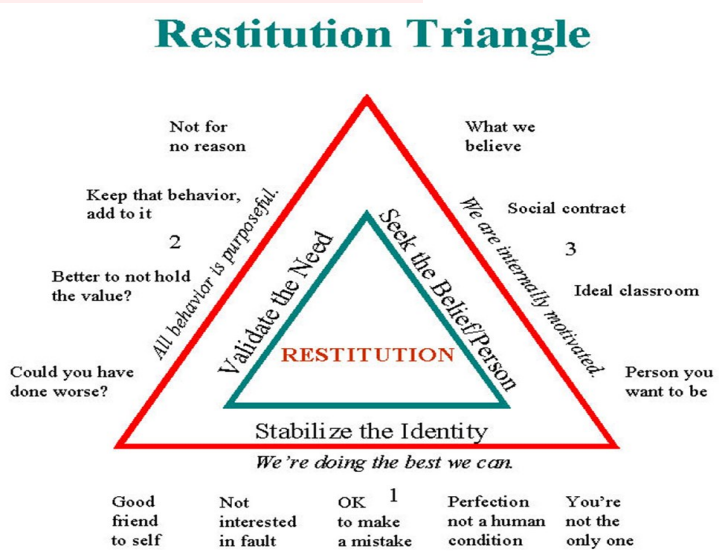
<http://en.unesco.org/>

<http://www.edu.gov.mb.ca/k12/esd/>

APPENDIX C: RESTITUTION

“Restitution is about 'making it right.' It is an approach to discipline which recognizes that young people will make mistakes and that these situations provide opportunities for students to take responsibility, choose effective behaviors and create positive solutions.” Dianne Gossen

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.



APPENDIX D: COLLABORATIVE AND PRODUCTIVE SOLUTIONS

<https://www.livesinthebalance.org/about-cps>

*“Children do well if they can....if they can't we adults need to figure out why so we can help.”
Ross Greene*

APPENDIX E: FALL TRAINING CAMP

<i>When...</i>	<i>The student will...</i>	<i>Teaching and reinforcement strategies</i>
Talked to by a staff member	Stop immediately Make eye contact Respond appropriately.	Identifying staff with a "staff picture" poster. Teaching the proper method Practicing Poster, "Active Listening"
Requested to do something by a staff member	Comply	Teaching the proper method Practicing Modeling Using a "Do Over" Poster, "Responding to Requests"
A staff member is not present	Act as if a staff member were there.	Teaching the proper method Practicing Modeling
A staff member is busy with another person or group	Wait patiently	Use the "Stop" hand signal Teaching the proper method Practicing Modeling Using a "Do Over"
A student is traveling in the hallway	Walk quietly Keep their hands off other things Stay on the right-hand side of the hallway Greet others with a "silent" wave	Using a "Do Over" Teaching the proper method Practicing Modeling
There is a group of students in the bathroom	Respect other's privacy Leave the bathroom tidy Remember this is not a place for visiting Wash-up before they leave	Teaching the proper method Practicing Modeling Proximal supervision Using a "Do Over"
A student goes for a drink	Wait patiently in line Not push Keep hands to themselves	Teaching the proper method Practicing Modeling Proximal supervision Using a "Do Over"
A student is upset	Count Take deep breaths Think pleasant thoughts Use positive self talk	Teaching the proper method Practicing Modeling Poster, "Calming Down"
A student disagrees with someone	Choose an appropriate time Use an appropriate voice Be respectful	Use the Second Step <i>Problem Solving Steps</i> Teaching the proper method Practicing Modeling
A student has a disappointment	Use "I" messages to describe how the feel Name the feeling (eg. Sad) Not blame others	Use the Second Step <i>Problem Solving Steps</i> Teaching the proper method Practicing Modeling Using a "Do Over"

There is a winner and loser	Be a gracious and respectful winner/loser	Teaching the proper method Practicing Modeling Using a "Do Over"
There is a Guest Teacher	Be welcoming, helpful, respectful and compliant Act as if the regular teacher is in the room	Greeters for Guest teachers Teaching the proper method Practicing Modeling
There are new students and visitors to the school	Be welcoming Direct the new student or visitor to someone who can help them.	Teaching the proper method Practicing Modeling Point out good examples
There is a student that needs assistance	Ask, "Do you need help"? Make the appropriate choice to get the requested help, or to leave the individual alone.	Teaching the proper method Practicing Modeling
A student speaks	Speak in positive and courteous manner	Modeling Using a "Do Over"
A student receives a greeting	Make eye contact Respond appropriately	Modeling Using a "Do Over"
There is an opportunity to be helpful and open the door for someone	Be courteous and open the door	Teaching the proper method Modeling Using a "Do Over"
A student is given something, or asks for something	Use "please" and "thank-you" Use a courteous tone	Teaching the proper method Modeling Using a "Do Over"
Another student is making a presentation to the class	Use Active Listening Not interrupt Respond with positive comments	Teach Active Listening Posters Modeling Using a "Do Over"
Entering and Exiting the building	Walk quietly through their assigned door Keep hands to themselves Be courteous	Line-up the Gr. 3-4's before they enter in the morning. Greet the students as they enter Teaching the proper method Practicing Modeling Using a "Do Over"
Witnesses Bullying	Tell someone who can help, Confront the bully, help those whom experience bullying.	Teaching the proper method Modeling Posters / Videos

APPENDIX F: BEHAVIOUR RESPONSE

The following protocol for expressing concerns—Communication with child's Teacher → Principal → Superintendent of Education → School Division Board of Education

Informal Discussion—A teacher or administrator speaks with the student to reach an agreement regarding the student's behaviour. Parent(s) may be contacted in some circumstances.

Parental Involvement—Contact is made with the parent/guardian(s) to discuss the student's specific behaviour and the steps that must be undertaken to change it. The contact could vary from a telephone conversation to a formal conference at the school with parent(s), student, and school personnel.

School Counsellor/Resource—A school counsellor and/or resource teacher meets with the student with the specific goal of developing a plan for changing attitudes and improving student behaviour. Parent(s) should be informed.

Formal Interview—A conference is held with the student, the teacher, and an administrator and/or school counsellor and the parent(s) to develop a plan for changing the student's behaviour.

Withdrawal from Classroom Setting—Where specific student conduct is deemed to have a negative impact upon the classroom learning environment, the student is withdrawn to a supervised alternate location to complete his or her assignment. Such withdrawal would be temporary, but when a prolonged withdrawal is recommended, parent(s) will be informed.

Removal of Privileges—Privileges such as access to the playground, library, extracurricular activities, and/or bus transportation are removed under certain circumstances. Parent(s) will be informed.

Restitution/Compensation The student and/or parent(s) are required to compensate for damages incurred to school division property by the intentional or negligent act of a child.

Behavioural/Performance Contract—In some instances, the student is required to meet specific behavioural standards in order to avoid more severe consequences. Such expectations are developed among the school, the parent(s), and the student. Outcomes are clarified in order to meet the behaviour standards agreed upon. Such an agreement is documented, with copies provided for all concerned parties.

Student Services—A referral may be made to school division student services personnel who can assist school in the remediation of inappropriate student conduct. Such involvement may include a level of counseling or clinical supports for the student that is beyond the school's capabilities. Parental permission must be obtained for assessments and/or interventions.

Outside Agency/Community Involvement—A referral to an outside agency or a community resource may be necessary to address a student's behaviour (e.g., a physician, anxiety clinic, etc.). In all cases, parental permission must be obtained.

Threat Assessment—The school will respond to all student threats to self or others through administrative action and/or school division threat assessment protocols. Outside agency and/or police involvement may be requested. Parent(s) will be informed.



APPENDIX G: PROCESS FOR DEALING WITH BEHAVIOUR

In the course of supervising their classrooms and in supervising students on a school-wide basis teachers will be placed in the position of deciding on the "seriousness" of what a student has done.

Teachers will make reasonable efforts to find out "what happened" when an incident occurs before deciding on consequences. They will apply the guiding principles mentioned earlier in this policy. They may:

- speak to the children involved separately and then together
- speak with other children who were present when an incident occurred
- wish to consult with the child's teacher, the guidance counsellor, the resource teacher, or the principal before making a decision on the seriousness of the incident
- wish to discuss the matter with the parents prior to issuing a consequence
- not be able to deal with an issue on the very day it occurred, but every effort will be made to put consequences in place as soon as possible
- make children aware that time will be spent resolving the problem
- in the event that the teacher or principal comes to the conclusion that the incident needs a serious consequence, parents will be contacted with the information as to what has happened and what the consequence will be for their child only (also see part 5: Behaviour Response)

APPENDIX H: PLAYGROUND AND LUNCHROOM GUIDELINES

Playground Guidelines

- stay in assigned areas: do not leave the playground without permission*
- adults will retrieve items over the fence*
- follow the directions of the adults on duty*
- throwing things such as sand and snowballs is not permitted*
- come in promptly and quietly at the sound of the buzzer*
- use your assigned entrance*
- when coming early or staying late for activities enter and leave in an orderly fashion*

Lunchroom Guidelines

- children remaining at school for lunch or remaining indoors at recess times may participate in appropriate indoor activities*
- running, throwing food and disrespect for others is not acceptable*
- students remaining for lunch are expected to keep their classroom lunch area clean*
- students are each to put lunch litter in the garbage can at the end of the lunch*