

Wingham HB School

Code of Conduct and Standards of Behavior

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Wingham HB School Mission Statement:

We believe that education should be a community effort and reflect our values and beliefs. It should enable students to become contributing members in Hutterian communities as well as the larger society. Our school should be culturally accommodating and use students' background to reflect and solidify their Hutterian identity and belonging.

Date Revised:
12/1/2007

Next Revision:
12/1/2008

Introduction

The purpose of this Code of Conduct is to outline the responsibilities of all members of the learning community to maintain, to the fullest extent possible, the provision of a safe, secure and productive environment.

To be effective, these Standards of Behaviour must be taught, modeled and practiced just like academics.

This framework is consistent with The Public Schools Act: Bill 30, The Safe Schools Charter – 2nd Session, 38th Legislature, Manitoba, 53 Elizabeth II, 2004.

Principles

These principles apply to all school situations and community activities that impact the school.

1. Rights

Foundational to a safe and caring learning community, are the rights of all members to:

- Be safe
- Be accepted and treated with dignity and respect
- Learn and teach without undue interference

2. Responsibilities

Membership in a community comes with responsibilities. It is expected that all learning community members will:

- Accept personal responsibility for their behaviour
- Help create and foster a safe, caring and productive learning community
- Ensure that their behaviour, individually and collectively, does not infringe upon the rights of others
- Consider the safety of each member in the learning community.

3. Respect

- It is expected that all learning community members will exhibit behaviour that shows respect for the rights, property and safety towards themselves and others.

The above principles are supported by the Education Act under several sections including the Preamble and those pertaining to the duties of students, parents, and teachers.

**Everyone has the right to be respected,
and the responsibility to respect others.
- www.bullying.org**

A “Safe and Caring” Community

Emotional and physical safeties are fundamental for the provision of safe and caring school and larger community groups. All parties must strive to create an environment where all who partake can experience the following:

- A sense of value, belonging, acceptance, respect and dignity
- The freedom to participate in trying/learning new things, make mistakes, forget, or need additional practice and still be treated with respect and acceptance
- 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, 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 express) one’s own feelings and opinions without fear and recrimination

* Adapted from: *Creating Emotional Safe Schools – A Guide for Parents and Educators* by Jane Bluestein, Ph. D.

Standards of Behaviour

Wingham HB School believes that all students, staff, and parents have the right to a safe, caring and respectful environment, and the responsibility to help maintain it. This Code of Conduct outlines the standard of behaviour all members of the learning community must accept in order to effectively maintain a safe, secure, and productive learning environment.

Topics covered in Sections:

Section A: Expectations and Responsibilities

Section B: Bullying, Discrimination, Drugs & Alcohol

Section C: Gang Involvement and Weapon Possession

Section D: Internet & Computer Policy

Section E: Discipline

Section A: Expectations and Responsibilities

Students are responsible for:

- **Respecting and complying with the Standards of Behaviour Code by:**
 - Showing respect and appreciation for the rights, property, and personal safety of all people in the school and community, including themselves
 - Respecting and appreciating the diversity of all school members regardless of their race, culture, ethnicity, religion, gender, age, and ability
 - Avoiding all forms of intimidation, harassment, racism, and discrimination
 - Dressing in accordance with school and community dress codes
 - Treating school property and the property of others with a reasonable standard of care
 - Respecting the authority of school staff
 - Promoting positive behaviour through the avoidance of all types of violent acts
 - Refraining from the possession of any form of a weapon
 - Refraining from the possession of, and being under the influence of, all forms of intoxicants and drugs, including tobacco
 - Resolving interpersonal conflicts and difficulties through discussion or by seeking assistance from school personnel or community members
 - Expressing themselves with socially acceptable language and gesture that contributes to an orderly, supportive and safe learning environment

- Demonstrating exemplary behaviour at all times that contributes to an orderly, supportive, and safe learning environment
- Developing self-discipline
- **Making a commitment to promote their academic success by:**
 - Understanding that it is a privilege to attend Wingham HB School
 - Attending school regularly and punctually
 - Coming to class on time with all necessary materials
 - Completing assignments in a timely manner and by handing them in on time
 - Participating, to the best of their ability, in class and school activities

Professional staff members are responsible for:

Respecting to the Wingham HB School Code of Conduct and incorporating the principles therein into their teaching and interaction with all students, other staff, and parent(s)/guardian(s) by:

- Providing an environment that promotes self-discipline
- Establishing and maintaining a safe, secure, non-threatening learning environment
- Creating relevant learning experiences that are sensitive to the faith-culture and individual needs of the students
- Incorporating diverse teaching strategies, that cater to varied learning styles
- Operating on the premise that school, community, and home work together for the benefit of all learning community members
- Subscribing to the tenets of the Wingham Community regarding responsible, professional behaviour that clearly reflect its faith-culture.
- Treating parent(s)/guardian(s), students, and fellow staff with courtesy, respect, and fairness in an on-going and consistent manner
- Participating and co-operating, in an encouraging manner, with parents and other school staff regarding the development and implementation of plans that address the learning and discipline needs of students
- Communicating information about student progress, attendance, and behaviour to students, parent(s)/guardian(s), and appropriate administration on a regular basis
- Respecting confidential information concerning students and staff
- Allowing students to attend to medical or physical needs during class time. This includes going to the washroom on a reasonable basis, but excludes addictions to nicotine, alcohol, or other illicit drugs
- Providing a positive and exemplary role model for students

Parent(s)/Guardian(s) are responsible for:

- Instilling basic values and responsibilities in their children, such as:
 - Respect for the rights of others
 - Respect for school property and resources
 - The desire to work to the best of their abilities
 - Understanding the importance of education
 - Recognizing the authority of the school staff and community leaders
 - Peaceful resolution of conflict
 - Positive attitudes towards achievement
- Treating staff with dignity and respect at all times
- Following established protocol in expressing concerns about individual staff members
- Participating and co-operating with school personnel in the development and implementation of plans to address their child's learning (academic, social, emotional, behavioural) needs
- Ensuring that their child attends school/classes regularly and punctually; informing the school when their child is absent
- Maintaining regular communication with their child about school matters
- Maintaining open communication with school staff and community elders and using appropriate means of communication regarding school issues
- Initiating contact with the school regarding their child's educational progress as necessary
- Demonstrating support for the school by attending events and meetings and offering constructive input

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

Section B: Bullying, Discrimination, Drugs & Alcohol

Bullying

Definition: **Bullying** generally involves repeated and systematic harassment and attacks on others. It can be perpetrated by individuals or groups. It can take on many forms that include, but are not limited to, the following:

- **Physical:** extorting, inappropriate gestures, pushing, kicking, hitting, pinching, slapping, punching, spitting and biting, defacing property, and any other form of physical violence
- **Verbal:** name-calling, insults, put-downs, sarcasm, spreading rumours and gossip, false accusations, homophobic remarks, persistent teasing, and threats
- **Psychological:** tormenting, threatening, ridiculing, humiliation, exclusion from groups or activities
- **Relational:** Excluding, isolating, ruining reputations, destroying friendships
- **Racist:** racial taunts, graffiti
- **Sexual:** unwanted physical contact, suggestive comments, voyeurism

Bullying can also be perpetrated via electronic devices, for example, telephone, ITV system, and the internet:

- Threatening phone calls and emails
- Rumour spreading via text messaging
- Invasive picture posting
- Websites designed to criticize, defame, threaten and/or harass.

Bullying, or abusing physically, sexually or psychologically in any form will not be tolerated and is expressly forbidden.

Discrimination

Definition: Discrimination is the unfair treatment of a person or group, usually because of prejudice towards race, ethnic groups, sexual orientation, age, religion, or gender.

Acts of discrimination on the basis of any characteristic set out in subsection 9(2) of *The Human Rights Code* are expressly forbidden and will not be tolerated.

Drugs & Alcohol

Wingham HB School recognizes that the consumption of alcohol and illicit drugs can impair an individual's well-being and interfere with a person's ability to learn and function in the school, community and larger society.

- Wingham HB School is committed to creating/maintaining a school environment that is alcohol and drug free.
- Education and discussion regarding this matter are compulsory components of each student's early high school instruction.
- Counseling for students detrimentally involved with alcohol and other drugs will be provided.

The use of illicit drugs and alcohol is strictly prohibited on school property.

Section C: Gang Involvement and Weapon Possession

Gang Involvement

Definition: Gangs are groups of youth who share common beliefs, attitudes and attire and exhibit unlawful and anti-social behaviour, and who associate with each other for mutual protection and/or profit. (*Project Gang-Proof*, Manitoba Justice.)

In the Wingham HB School, gang involvement and activity will not be tolerated.

Weapon possession

Definition: A weapon is any instrument designed or used to inflict injury, or to intimidate another person.

Possession is defined as having a weapon on one's person, or in an area subject to one's control, on school property or at a school activity.

Possessing a weapon, as defined in section 2 of the Criminal Code, on the Wingham HB School site is strictly prohibited.

Section D: Internet & Computer Policy

Definition: **Netiquette** is a set of empirically derived rules for getting along harmoniously in the electronic communication environment.

School Education and Training

Regular instruction will provide orientation and information to students regarding web awareness, web safety, cyber bullying and general netiquette.

School Network and Internet Access Policy

In order to maintain system integrity and to ensure that students are using the system responsibly, network administrators may, as part of their authorized responsibilities, access any student's network storage area at any time. **Students should not expect that files stored on school servers will remain private.**

To gain access, all students must obtain permission from school staff.

Students and staff must adhere to the Wingham HB School policies regarding appropriate use of the Internet, including electronic mail and chat rooms. They must respect the prohibition of accessing, uploading, downloading and/or distributing material that the Wingham HB School has determined to be objectionable.

Acceptable Uses

Wingham HB School computers, software, networks, electronic devices, and internet access are intended for educational and research purposes and for conducting valid school business. It is presumed that all school computer resources will be used in a responsible, efficient, ethical and legal manner.

Unacceptable Uses

Wingham HB School condemns any illegal use of its computer system, including software pirating, hacking, copyright violations, harassing or threats, and defamation. Offences include, but are not limited to, the following:

- Sending or displaying offensive messages or pictures such as, but not limited to, pornography
- Accessing threatening or obscene material, harassing, insulting or attacking others.
- Damaging computers, computer operating systems, or networking devices
- Making unauthorized repairs, software additions, or system file reconfigurations
- Violating copyright laws; plagiarism; accessing unauthorized music sites
- Using another's password or attempting to access another users folder, work or files
- Intentionally wasting limited resources (i.e. bandwidth) or introducing a virus into the network
- Using school computers to create, upload, store, or transmit viruses and SPAM

- Attempting to bypass or bypassing the School's filtering system (HBN)
- Chat function is NOT allowed (i.e. MSN Messenger, Yahoo, ICO, iChat, etc.)
- Using technology resources for commercial/financial purposes
- Downloading, installing and running software that impedes the function of the school's network

Access is a privilege, not a right.

Section E: Discipline

Discipline is intended to promote the learning of self-control and to encourage change regarding inappropriate behaviour. A proactive approach is desirable, and it is suggested that expected behaviors be actively taught in all facets of community life, but especially at home.

The strategies utilized to develop understanding and respect for the code may vary from student to student, and remains, by large, at the discretion of the school staff.

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

Consequences

The consequences that are used must be carefully selected, kindly applied and be clear, specific, logical, realistic and constructive.

The following principles must be employed:

- Consequence must be appropriate for the student's stage of development
- Consequence must consider the special needs of individual students
- Consequences must be made known to students before being utilized
- Consequence must reflect the severity of the misbehaviour and take into account frequency and/or duration
- Consequence must be chosen primarily for their educational merit
- Consequence must make sense to the student as much as possible
- Consequences must be appropriately timed

The following are examples of consequences and/or strategies that may be considered in response to inappropriate behaviour:

- **Informal conference**
 - School personnel will talk with the student and reach an agreement regarding the student's behaviour. The parent(s)/guardian(s) must be contacted as required.
- **Parental involvement**
 - School contact is established with the parent(s)/guardian(s) to discuss the specific behavioural needs of the student, and to form a plan necessary to change behaviour. The nature of such contact could vary from a telephone conversation to a formal conference at the school.
- **Formal conference**

- A conference is held with the student, the school personnel, parent(s)/guardian(s), and potentially community leadership, to develop a plan regarding the student(s) behaviour.
- **Withdrawal of privileges**
 - The principal and teachers have the authority to withdraw privileges both in the school and community setting. Community elders and parent(s)/guardian(s) must be consulted in cases involving the removal of community privileges.
- **Confiscation**
 - Any staff member has the right to confiscate items that are deemed dangerous or unnecessary from students. In serious cases, the item(s) must be held in the care of the principal and be given directly to the parent(s)/guardian(s).
- **Student detention**
 - The student is detained at school for inappropriate behaviour. When such detentions exceed 30 minutes or interfere with other community obligations the parent(s)/guardian(s), as well as appropriate community leaders, must be informed.
- **Support Personnel/Community Elder Involvement**
 - The school team may consult community elders or external counseling agencies for assistance in developing a Behaviour Intervention Plan (BIP). The parent(s)/guardian(s) must be closely involved.
- **Withdrawal from course**
 - If a student is habitually absent from a course, or behaves inappropriately in class, it is within the rights of the principal to withdraw him/her.
- **Involvement of local community and government agencies, including police**
 - In severe situations, where the lives of staff and student are endangered, external agencies must be involved.
- **Immediate suspension, for up to 5 days, to secure school safety before broadening response**
 - Where students pose a threat to the safety of the school environment the principle has the authority to suspend a student for up to five days before further action is taken.
- **Expulsion**
 - Involvement of the teacher, school administration, and Wingham HB School Board of Directors is required before expulsion can be determined an appropriate response to misbehaviour.

Inappropriate Responses to Inappropriate Behaviour

The following consequences are generally not appropriate responses to any type of misconduct:

- Use of collective responsibility in disciplinary procedures (group punishment)
- Use of academic work as a disciplinary action (i.e. assigning extra academic work to punish misbehaviour)
- Use of evaluation procedures as a disciplinary practice (i.e. arbitrarily assigning a test to an individual or class that is behaving inappropriately)
- Use of inappropriate physical activity
- Writing lines or other simplistic punitive consequences
- Publicly chastising an individual at school or at community events for poor performance as perceived by the teacher or any other adult in charge – the dignity of the individual must be maintained at all times.
- Withholding a student from instruction in an academic area. In particular, denying lessons in physical education and the creative arts.

Appeal

Any disciplinary action shall be open to any or all of the following appeal procedures:

- Parental/student discussion with the principal and teacher
- Parental/student discussion with community elders
- Discussion at community and school meetings

All appeals must be handled with professionalism and sensitivity by all parties.

Bibliography

School Code of Conduct, Nova Scotia Department of Education, 2001

Balmoral Hall School Code of Conduct Policy, July 2004

Code of Conduct, Prairie Spirit School Division

Foundations and Basic Commitments, Prairie Spirit School Division

Creating a Safe and Caring School Community – A Standard of Behaviour for the Pembina Trails School Division, Pembina Trails School Division

Code of Conduct, Archdiocese of Winnipeg Catholic School

Code of Conduct, River East Transcona School Division

Project Gang-Proof, Manitoba Justice