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**St. Jude's Academy & The Maples Academy  
School Code of Conduct  
2016/2017**



## St. Jude's Academy/The Maples Academy (SJA/TMA) School Code of Conduct

SJA/TMA are IB World Schools that are committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. Essential to effective learning is a supportive and disciplined environment that respects the following rights:

- The rights of all students to have a **HAPPY**, positive learning environment
- The rights of all students to be assured that they will be **SAFE** at school, both physically and emotionally
- The rights of all students to have a **SUCCESSFUL** *Code of Conduct* that meets individual needs and the implementation of a *Pro-Social Behaviour Support Plan* (Appendix A) when needed.

The *Code of Conduct* defines the responsibilities that all members of the school community, including staff, students and parents, are expected to uphold. The *Code* has been developed to deliver the best possible outcomes for students, recognizing the close relationship between learning, achievement and behaviour.

The *Code of Conduct* is designed to reflect the attributes of the **IB Learner Profile**. For example, all students should strive to be *reflective, caring, principled* and *open minded* when managing their behaviour. As well, the *Code* encourages our students, teachers, parents and administration to demonstrate **IB-PYP Attitudes** such as *empathy, integrity, respect* and *tolerance*.

We use our code to teach and encourage positive behaviours. Students are encouraged to give careful thought to their actions and how those actions impact those around them. By providing students with clear guidelines for behavioural expectations, SJA/TMA offers each individual the opportunity for success.

***Acceptable Conduct supports a  
safe, happy and successful learning environment.***

## **Acceptable Conduct**

**Administration** will take a leadership role by

- Acting with care and commitment to facilitate quality learning experiences and a safe environment
- Holding everyone under their authority accountable for their behaviours and actions
- Communicating regularly, meaningfully, and practicably with all members of the school community
- Ensuring that *Pro-Social Behaviour Support Plans* are implemented, followed and modified when needed

**Teachers, School Staff and Volunteers**, under the leadership of administration and within the bounds of their legal, professional, and ethical responsibilities, are expected to hold those within the school community to the highest standard of socially and personally responsible behaviour. They accomplish this role by

- Helping students learn to their full potential
- Communicating regularly and meaningfully with parents and administration
- Demonstrating respect for everyone within the school community
- Maintaining consistent standards of behaviour as outlined within the Code of Conduct
- Modeling and providing guidance and skills for socially responsible conduct
- Ensuring that *Pro-Social Behaviour Support Plans* are implemented, followed and modified when needed

**Parents** play the most important role in the education of their children and have the responsibility to support school staff in maintaining a safe and positive learning environment for all members of the school community. Parents accomplish this role by

- Monitoring and showing active interest in their child's work, progress, and conduct
- Communicating regularly with the school; Respecting the confidentiality of matters of discipline
- Providing necessities for quality learning such as regular meals, appropriate levels of sleep, hygiene, medical needs, appropriate dress, and classroom materials
- Ensuring student punctuality and promptly reporting valid reasons for tardiness or absences
- Reviewing the Code of Conduct with their children
- Supporting school staff in dealing with issues of behaviour requiring intervention and discipline
- Contributing positively to *Pro-Social Behaviour Support Plans* that concern their child
- Demonstrating respect for all members in the school community
- Modeling expectations of conduct held for students

**Visitors** to the school community are essential players in making our schools more positive and safer environments for learning. Visitors need to support and respect the rules of the school, and in return they have an expectation that the school can identify and recognize itself as a part of a much broader community.

**Students** are to be treated with respect and dignity. We recognize the Canadian and Ontario Human Rights Acts and the guidelines set out by the Ontario Human Rights Commission. We will not tolerate discrimination and/or harassment (i.e. when someone is treated differently and poorly because of their race, colour, ancestry, place of origin, religion, physical or mental disability, sex, sexual orientation, etc.).

Students must demonstrate an ability to know and follow *Code of Conduct*. Acceptable behaviour is demonstrated when a student

- Arrives at school on time, ready to learn to the best of their ability
- Is respectful of themselves, others, and those in authority
- Dresses in a manner of the purpose of school and which reflects propriety
- Refrains from bringing anything to school that detracts from their or others' learning, the privacy of others, or the safety of others (includes cell phones, iPods, cameras or any other electronic device that is not being used for academic purposes)
- Actively contributes to a safe, polite, caring, and orderly school learning environment
- Follows established ethical and legal principles and rules established by society
- Reports conduct concerns such as harassment, intimidation, threats, or violence immediately to a responsible adult
- Communicates honestly, attentively, and in a forthright manner
- Solves problems peacefully using strategies encouraged by the school
- Takes responsibility for his or her own actions and the interventions developed for inappropriate behaviours
- Contributes to and follows his/her *Pro-Social Behaviour Support Plan*.

## **Unacceptable Conduct**

Unacceptable conduct is conduct that is in breach of the expectations held above. SJA/TMA reserves the right to determine the acceptability of behaviours in relation to school as guided by the *Code of Conduct* and the *Student Handbook*.

## **Consequences**

### **Consequence Continuum**

SJA/TMA takes great care to arrive at thoughtful, fair, and consistent consequences. Consequences are designed to prevent reoccurrence, teach socially appropriate behaviour to the student who offends and to the school community, and to ultimately provide for a safe and positive learning environment.

### **Rising Expectations**

Age, experience, learning capacity, and maturity all play roles in determining a progression of expectations for members of the school community. As people grow and mature, they are more able to make appropriate decisions and take a greater responsibility for their conduct. Children progressing through the school system are expected to

- Acquire greater knowledge and understanding of their behaviour and its impact on others
- Learn appropriate decision making strategies
- Increase their ability to demonstrate self-discipline
- Increase their ability to take personal responsibility for their actions and learning
- Be subject to increased consequences for inappropriate behaviour

### **Notification and Communication**

SJA/TMA believes communication is essential to the school-home and home-school relationship.

**Behaviour Reflection Sheets** are issued to students for serious misbehaviour such as inappropriate language (including disrespect or impertinence to authority), and harmful behaviour (physical and oral). Students must report to the Disciplinary Teacher or Teacher Designate with the **Behaviour Reflection Sheet**. Incidents are recorded and kept on file. The Disciplinary Teacher or Teacher Designate assigns consequences according to the severity and frequency of the misbehaviour. Parents must sign and return the **Behaviour Reflection Sheet** every time it is sent home.

Communication may be with one or any combination of the following mechanisms as practicable and appropriate: in person, by phone, by e-mail, by group meeting, student planner, or written note. All serious breaches of conduct will be communicated in person and by phone. Formal letters are provided for warnings of suspension, formal in-school suspensions, and suspensions as per our policy. It is expected that when reasonably requested, all parties will respond in a timely fashion to any received communication.

**For all serious breaches of the Code of Conduct**

- Students will be notified in every instance
- Parents of student offenders and parents of student victims will be notified
- Police / Outside Agencies will be notified as required by law or for professional advice beyond the scope of school personnel
- All Parents will be notified when a need is determined by school administration to reassure the school community that action or actions towards serious concerns are or were implemented

**For all emerging patterns of minor breaches of the Code of Conduct**

- Students will be notified in every instance
- Parents will be notified should patterns become serious
- A *Pro-Social Behaviour Support Plan* may need to be implemented

**Actions** may be progressive, or they may require an appropriate immediate higher level of response. They may be utilized in combination or in isolation increasing or decreasing in seriousness as needed.

Conduct is everyone's responsibility. Minor breaches are handled effectively in an informal manner on a daily basis and may not warrant documentation or communication. Interventions are handled at different levels depending on the seriousness of the breach of conduct and as guided by this document

- At the classroom level by any staff member
- At the playground level by any staff member or noon hour supervisors
- When warranted at the school level by administration

**Factors** that are considered when determining an intervention or disciplinary action for a breach of conduct may include

- Maintenance of safety and order
- Degree of impact on the victim and the community at large
- Degree of impact on learning to the individual in question or more importantly the learning of others
- Actions/activities prior to a breach that create a larger context of concern
- History of previous interventions
- Ability (or inability) to use peaceful problem solving and decision making strategies
- Frequency, severity, or seriousness of breach. Serious breaches will result in suspension options
- Accountability of the student and assistance from the home
- Degree of active participation of the student in their own consequence

**School Suspensions**

**Definition:** When a student is put on an *in-school suspension*, he or she is removed from the traditional classroom environment and put into a special suspension classroom, led by a teacher or team of teachers. The suspension may last a day, a few days or weeks, depending on the student's offense.

When a student is put on an ***out-of-school suspension*** the student is not permitted to attend school at all. The student must remain at home until welcome back at the school. The suspension may last a day, a few days or weeks, depending on the student's offense.

Students cannot take part in school activities or events while suspended on either type of suspension. The student may be warned that future offenses could result in additional suspensions or expulsion.

- The child needs to be isolated from the rest of the student body all day either by being held in a separate room or staying home until the suspension is completed.
- He/she must complete work assigned by the teacher.
- Suspension will be considered whether the incident happens at school, at a school-related activity (like a field trip), or in any other circumstances where the student's behaviour has a negative impact on the school climate. This can include activities such as cyber-bullying.
- Parents must be informed by phone or in person of the suspension with an explanation of the incident causing the suspension and the time frame of the suspension.
- Suspension will be considered for the following infractions:
  - Uttering a threat to inflict serious bodily harm on another person
  - Possessing alcohol or illegal drugs
  - Being under the influence of alcohol
  - Theft of school or personal property
  - Swearing at a teacher or at another person in a position of authority
  - Committing an act of vandalism that causes damage to school property or to property on school premises
  - Aggressive bullying/ cyber-bullying/excessive harassment

***When deciding on suspensions the Head of School/Principal, other administrators and the homeroom teacher will consider the following mitigating factors:***

- The student's age
- Is the *Pro-Social Behaviour Support Plan* being followed? If so, does it need to be revised?
- The student's behavioural history (for example, whether progressive discipline has already been tried, or personal history such as a recent trauma in the student's life)
- The student's understanding of the possible consequences of his/her behaviour
- If the student's presence in the school creates an unacceptable risk to anyone else
- If the behaviour is related to harassment because of the student's race, ethnic origin, religion, disability, gender, sexual orientation or any other type of harassment
- How the discipline will affect the student's ongoing education.

For students returning from a suspension lasting more than five school days, the Head of School/Principal will hold a **re-entry meeting** with administration, the homeroom teacher, student and the student's parent(s) to ensure the following requirements:

- The student understands the reason for the suspension
- Any and all restitution including appropriate apologies and compensation for damages (i.e. vandalism) has been made
- Any modifications that need to be made to the *Pro-Social Behaviour Support Plan* have been identified, are in place and understood by all parties

### **Expulsion**

Expulsion is the removal of the student from the school community. As a final resort, and only after other avenues have been reasonably explored including the implementation of a *Pro-Social Behaviour Support Plan*, a student may be expelled from SJA/TMA.

## Appendix A: Pro-Social Behaviour Support Plan (PBSP)

When deemed necessary a *Pro-Social Behaviour Support Plan* may be needed for a student who is having difficulty following the *Code of Conduct* established by SJA/TMA

1. The purpose of any Behaviour Support Plan should be to help the student to take responsibility for his/her behaviour and to teach him/her how to make appropriate choices.
2. A multi-disciplinary approach is needed, one that includes the teacher(s), administration, parents and the student.
3. As part of the Behaviour Support Plan, a Behaviour Contract may need to be drawn up which is signed by all parties.

### Considerations

- An individual behaviour support plan that documents supports and develops strategies based on students' unique and individual characteristics will ***benefit students with behaviour challenges***.
- The development of a support plan should be a ***collaborative effort between parents and school staff*** and should be done at the beginning of the school year or as soon as possible after a student has been identified as needing a support plan. It is important that parents are aware of this plan and are supportive of the proactive strategies, preplanned consequences and crisis management plan.
- The goal of this plan is that all staff working with the student ***are aware of and committed to*** using positive behaviour support strategies to create and maintain a safe learning environment for the student, other students and school staff.
- All school staff need to ***review this plan*** before working with the student. The plan should be kept in the office, with duplicate copies with each teacher working with that student.

### Main Components of a PBSP

- ***key understandings*** about the student's behaviour
- conditions or antecedent events that are most likely to ***trigger*** the problem behaviour
- ***warning signs*** that the student is experiencing difficulty
- plans for ***diffusing*** the behaviour
- ***positive supports*** to help the student increase his or her abilities
- what ***peers need to understand*** and learn to do in order to support this student
- other ***strategies*** school staff can use to support and encourage this student.

## **SMART Outcomes**

All PBSP's should be

- **Specific** – written in clear, unambiguous terms
- **Measureable** – allows student achievement to be described, assessed, and evaluated.
- **Achievable**– realistic for the student
- **Relevant** – meaningful for the student
- **Time-related** – can be accomplished within a specific time period

## **Key Understandings**

Begin the planning process by identifying at least three key behaviours that significantly impact this student's school success. Use data and observations to describe typical problem behaviours, and the typical functions of these behaviours. In addition, identify at least one positive or strength-based behaviour. These behaviours will be the focus of the plan.

Consider the types of problem behaviours that might be targeted from the following lists.

### **Internalizing Behaviours**

- **Anxiety**
  - worries incessantly
  - is fearful
  - is nervous
  - avoids tasks or situations
- **Depression**
  - cries easily
  - is pessimistic
  - is easily upset
- **Somatization** (illness related to psychological distress)
  - has headaches and/or stomach aches
  - complains of general pain or fatigue
- **Withdrawal**
  - refuses to talk or join in group activities
  - avoids others

- ***Inattention***
  - has a short attention span
  - does not complete tasks
  - is easily distracted

### **Externalizing Behaviours**

- ***Anger control***
  - has temper outbursts or “explosions”
  - is unable to regulate emotions
- ***Aggression***
  - teases others
  - breaks others’ things
  - threatens others
  - physically hurts others
  - swears at or is rude to others
- ***Hyperactivity/impulsivity***
  - is excitable
  - interrupts others
  - is restless or overactive
  - cannot wait to take turns
  - talks excessively
- ***Oppositional behaviour***
  - argues
  - disrupts the play of others
  - annoys others on purpose
  - refuses to follow directions or respond to requests
  - breaks rules, including lying and stealing

The list above does not identify the reasons for specific behaviours. For example, a student may not be completing tasks for a variety of reasons, including inattention, oppositional behaviour or anxiety.

## **Determine Priorities**

Students with behaviour issues often display several challenging behaviours, and many of them urgently need to be addressed. If a behaviour support plan attempts to address too many challenging behaviours at once, the plan becomes too complex and unwieldy, and it ultimately fails. Even when only one or two behaviours are targeted for change in the *Pro-Social Behaviour Support Plan*, school staff continue to address the other behaviours through regular rules and routines.

Begin by choosing **one behaviour of concern** as the target for intervention in the behaviour support plan. This choice often depends on factors such as the impact of that behaviour on the student's

- well-being and the well-being of others. Behaviours that place the student at risk or other staff or students at risk, must be addressed first
- participation and learning
- relationships with other students and teachers
- ability to learn in the classroom.

Another factor to consider in choosing the target behaviour is the likelihood of success over the short term; for example, within three months. Once students have had success in one area, they can build on that success and systematically address other problem behaviours.

Parents can often participate in the identification of priority behaviours.

### **All *Pro-Social Behaviour Support Plans* should respect the following rights:**

- The rights of all students to have a **HAPPY**, positive learning environment
- The rights of all students to be assured that they will be **SAFE** at school, both physically and emotionally
- The rights of all students to have a **SUCCESSFUL** *Code of Conduct* that meets individual needs