



The Maples Academy (TMA)

School Code of Conduct

Updated: August 23rd, 2018

The Maples Academy Mission Statement

Through a rigorous curriculum and extensive co-curricular program, The Maples Academy encourages each student to develop an inquisitive, creative mind, and strong moral character. The Maples Academy inspires reflection, social development, and a well-defined school spirit. Students are prepared for scholarship and leadership in a rapidly changing world. The Maples Academy facilitates students' global understanding, environmental stewardship, and dedication to social service while maintaining a vibrant and ethical community, which embraces diversity.

Purpose of the School Code of Conduct

The Maples Academy is an IB World School that is 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 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, THE MAPLES ACADEMY offers each individual the opportunity for success.

Acceptable conduct supports a

Safe, Happy, and Successful

learning environment.

Acceptable Conduct and Roles

Respect for Staff

Students are expected to comply with the expectations and requests of all staff members. The verbal, physical or sexual abuse of any staff member will not be tolerated and could result in suspension and police involvement.

Respect for the Rights and Safety of Others

Many aspects of the *School Code of Conduct* are based on the acknowledged right of students to learn in a safe, orderly and stimulating environment. In addition to those items mentioned elsewhere in this policy, The Maples Academy shall endeavour to address specific incidents as they arise. Students must respect the rights of all members of the school community. Unacceptable behaviour includes: verbal assault, sexual harassment or assault, fighting, physical assault, trespassing, possession or use of weapons and dangerous articles. Such behaviour is dangerous and will not be tolerated. Inappropriate behaviour could result in police involvement and the initiation of expulsion proceedings.

Respect for the Property of Others

Students are expected to treat with respect the property within the community, the school grounds, the school buildings and all items belonging to the school, other students or staff. Vandalism and theft violate the spirit of respect and will be treated as serious offences. Such acts of dishonesty can lead to suspension and/or police involvement.

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 with all members of the school community
- ensuring that *Pro-Social Behaviour Support Plans* are implemented, followed and modified when needed

The Role of the School

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 with parents and administration
- demonstrating respect for everyone within the school community
- maintaining consistent standards of behaviour as outlined within the *School 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

The Role of the Parents

Parents play an 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 *School 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
- supporting the school in upholding the uniform policy

Visitors

Visitors to the school community can add value by enhancing student 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.).

Acceptable Behaviour

Students must demonstrate an ability to know and follow the *School 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
- 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 an 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. The Maples Academy reserves the right to determine the acceptability of behaviours in relation to school as guided by the *School Code of Conduct* and the *Student Handbook*.

Unwanted/Inappropriate Actions and Behaviours

Sexual harassment is defined as any unwelcome sexual comment or conduct that intimidates, demeans or offends an individual. Sexual harassment may include: unwelcome sexual advances, inappropriate body contact, request for sexual favours, display of exploitive materials.

Race Relations Policy Statement: It is the policy of The Maples Academy, in keeping with the provisions of the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code, to condemn and to refuse to tolerate any expression of racial or ethnic bias in any form by its students or staff. The policy also states that the accompanying guidelines for handling racial incidents within the school be implemented.

What is a racial incident? It is any expression of physical, psychological or verbal abuse that impinges on the human rights of another person. This includes racial, religious or ethnic slurs, name calling, insults, ethnic jokes, teasing, physical abuse or violence.

Here are the terms defined:

Name Calling: insulting language to a person or group, with the intent to hurt or in fun. It can serve as a bad example for listeners who may not realize that it is being done in fun; it may also offend others.

Teasing or Jokes: demeaning stories, jokes and comments. While humour may be intended, hurt feelings may be the result. Even if no members of the target group are present, negative stereotypes are perpetuated.

Slurs or Insults: statements that are meant to demean or degrade.

Graffiti: degrading or insulting words, messages, slogans, pictures, etc.

Composition and/or Distribution of Derogatory Material: material containing views which are biased and hateful.

Vandalism: destruction/damage of property.

Fighting or Physical Assault with Racial Overtones: engaging in or inciting physical contact that may inflict physical harm on a member of a specific group. Such action may be spontaneous or premeditated. Students who are victims of racist behaviour should report it to someone in authority for immediate action. A member of the school's administration should always be informed of such incidents. They will deal with the allegations quickly and appropriately.

Drugs and Alcohol: The possession and/or use of alcohol or illicit drugs on school property or at any school related event is forbidden and/or unlawful. All school functions, school-sponsored trips and celebrations such as graduation, shall be free of alcohol and illicit drugs.

Smoking: The school recognizes the benefits to all persons of a smoke-free environment. Therefore, smoking is banned within school buildings, in school vehicles and on school property. Possession of tobacco products by students under nineteen years of age is illegal.

Proper Language: Students are expected to use language that is appropriate to their dignity and the dignity of others. Coarse, profane or vulgar language is unacceptable.

Consequences

Consequence Continuum

The Maples Academy 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 our 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 aware and understand that consequences for inappropriate behaviour may increase with age, maturity and impact that these misbehaviours have on the school or peers

Notification and Communication

The Maples Academy 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/or verbal). Students must report to the lead teacher designate with the Behaviour Reflection Sheet. Incidents are recorded and kept on file. The 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 applicable and appropriate: in person, by phone, by email, by group meeting, student planner, or written note. All serious breaches of conduct will be communicated in person, email, or phone. It is expected that all parties will respond in a timely fashion to any received communication. In the case of suspensions, parents will be issued a suspension letter.

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

- Parents/Guardians of student offenders and parents/guardians of student victims will be notified
- Police /Outside Agencies will be contacted as required by law or for professional advice beyond the scope of school personnel
- All parents/guardians will be notified when a need is determined by school administration to reassure the school community that action or actions have been taken in response to a serious offence deemed to have an impact on the school community at large

For all emerging patterns of minor breaches of the *School 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
- 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 for 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

Community Service Hours

- One step towards dealing with unwanted/inappropriate actions and behaviours is having the student assigned to community service hours.
- These community service hours will be a responsibility of the student to complete and signed off by a member of the leadership team or an assigned teacher confirming they have been completed.
- Community service hours will be assigned to a student by a member of the leadership team or an assigned teacher.
- Tasks and projects will be taken from a list of 'Community Service Projects' that are generated and updated by all teachers throughout the school year.
- Teachers having a student work off their community service hours in their classroom will be responsible for tracking and monitoring the completion of the student's hours.
- Once a student has completed their community service hours, a record of their service and its completion will be placed in their student file.
- Community service hours **do not** count towards upper school volunteer hours.

School Suspensions

Definition: When a student is issued 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 or a few days depending on the student's offense.

When a student is issued an *out-of-school suspension* the student is not permitted to attend school at all. The student must remain at home until welcomed back at the school. The suspension may last a single or several days, depending on the student's offense.

Students cannot take part in school activities or events while suspended. 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 will 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 but not limited to 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
- Bullying/cyber-bullying/harassment
- Any other offense deemed a serious breach of the student code of conduct

When deciding on suspensions the Deputy Head of School 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 the Deputy Head of School will hold a re-entry meeting with the 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) have 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 The Maples Academy.

Appendix A:

Pro-Social Behaviour Support Plan

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 The Maples Academy.

1. The purpose of any Pro-social 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 Pro-Social 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 a student's 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 developed 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 Pro-Social Behaviour Support Plan

- *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 Pro-Social Behaviour Support Plans 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

- Is fearful
- Avoids tasks or situations
- Is nervous
- Worries incessantly

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.

The plan is begun 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