

Standard of Behaviour



Creating a safe, caring and inclusive learning community

Creating a Safe and Caring Learning Community

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.

Developed by a broad cross-section of the community, 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 Pembina Trails School Division.

“Diversity encompasses all the ways in which human beings are both similar and different. It means understanding and accepting the uniqueness of individuals, as well as respecting differences in their expression of diversity. Diversity may include, but is not limited to gender identity, sexual orientation, age, ethnic origin, ancestry, culture, socio-economic status, religion, family status, mental and physical disability.”

Emotional, mental, and physical safety are fundamental for the provision of safe, caring and inclusive 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 for diversity of all members of learning communities, including students and staff, along with their families.

“Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship. In Manitoba we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.”

Manitoba Education and Advanced Learning
Provincial Code of Conduct, 2014

All students should experience:

- the freedom to risk learning new things without fear of making a mistake, in an environment of respect and acceptance
- encouragement, support, recognition, effective instruction, guidance and appropriate resources
- recognition and acknowledgment of their unique talents, skills and qualities
- the freedom from harassment, intimidation (e.g. labelling, name-calling, ridicule, taunting, criticism or contempt) and threat of physical harm from adults or peers
- the freedom to make choices and influence their own learning and pursue personal interests
- the freedom to have (and appropriately express) their own feelings and opinions without fear of recrimination

One of the priorities of the Pembina Trails School Division is “preparing students for their role as citizens and active participants in a safe and democratic society”.

Students are responsible for:

- complying with the **Standard of Behaviour** of the Pembina Trails 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 or ability
- expressing themselves with respectful and inclusive language and behaviour
- using electronic devices and technologies in an ethical and appropriate manner
- exhibiting behaviour that avoids all forms of intimidation, harassment and discrimination of any kind
- 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 a supportive, inclusive and safe learning environment
- resolving interpersonal conflicts and difficulties through discussion or by seeking assistance from school personnel
- growing and developing self-discipline

Staff members are responsible for:

- subscribing to the **Policies of the Pembina Trails School Division** and the tenets of legislation and job-specific codes regarding responsible, professional behaviour (e.g. MTS Code of Professional Practice)
- 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 secure, non-threatening and inclusive learning environment
- using electronic devices and technologies in an ethical and appropriate manner
- providing an environment that promotes self-esteem and self-discipline and responding to all behaviour detrimental to physical and emotional safety of students in their care
- teaching and modelling the **Standard of Behaviour**

- incorporating those aspects of learning about diversity that are appropriate to the age of their students
- reviewing the document **5 Key Behaviours** annually

Families are responsible for:

- instilling basic values and responsibilities in their children
- treating staff with dignity and respect at all times, and when attending school events, they are responsible to model the **Standard of Behaviour**
- following established protocol in expressing concerns about staff members
- ensuring that their child attends regularly and punctually
- helping their children understand and succeed in meeting the behavioural expectations outlined in the **Standard of Behaviour**, as well as any additional codes of conduct specific to their school
- contacting the school regarding their child's needs (academic, social, emotional and behavioural)
- using electronic devices and technologies in an ethical and appropriate manner
- demonstrating support for the school and offering constructive input
- problem-solving in a manner respectful of all involved

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

Pembina Trails is responsible for:

- providing professional learning around issues of understanding diversity, anti-bullying and implementation of the **Standard of Behaviour**, as needed
- implementing its policies in a respectful, caring manner that is inclusive of each member of each school community

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 environment of the school, endangers the well-being of others or damages school property is classified as disruptive.

Some examples of disruptive behaviour may include, but are not limited to:

- late arrival at school and to class
- disrespect, name calling and slurs
- gossip and spreading of information, true or false, intended to harm
- 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
- theft
- other acts of misconduct that are disruptive or that may create a potential safety hazard
- failure to adhere to Pembina Trails and school-based **Technology Acceptable Use** policies


Severely Disruptive Behaviour:

Behaviour that significantly interrupts the learning climate of the school, endangers the well-being of others or damages school property is classified as severely disruptive.

Some examples of severely disruptive behaviour may include, but are not limited to:

- bullying: repeated targeting, intimidation and exclusion of others by an individual or group, including electronic harassment (refer to the Pembina Trails School Division Policy JICFB)
- chronic disruptive behaviour (a repeated pattern of misbehaviour)
- vandalism
- disruptions to school operations
- verbal abuse
- active encouragement for the misconduct of others
- sexual misconduct, sexual abuse or physical abuse
- discriminatory misconduct
- sexual harassment and/or assault
- making threats
- physical violence
- hazing
- use or possession of any form of weapon
- use or possession of drugs and/or alcohol
- drug trafficking
- illegal activity
- gang activity





In the event that a parent/guardian disagrees with the way in which a teacher manages a situation that involves their child, there is an established process for communication and appeal. It is the division's belief that complaints are best resolved as close to their origin as possible, beginning with the teacher and then administration in the school. Discipline in the form of suspensions or expulsions are rare and can be appealed to the School Board (refer to the Pembina Trails School Division Policies KE, JKD and JKE).

Appropriate Responses:

Schools are safe but by their very nature will encounter problem behaviours. The Pembina Trails 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 misbehaviours, 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 Pembina Trails School Division.

Response Examples:

The following are examples of responses that may be considered in addressing inappropriate behaviour:

- discussion with those involved
- interviews that may involve students, staff, families 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)
- making amends either monetarily or through school-based community service, apology, restitution, etc.
- 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 the Board of Trustees is required



In response to high risk severely disruptive behaviour, an immediate suspension of up to five (5) days may be given as an initial measure in order to secure safety and develop an appropriate plan.

“The modelling 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.”

The model presented in this document reflects the thinking and work of Jane Bluestein, Barbara Coloroso, Mary Hall, Safe Schools Manitoba, Nova Scotia Department of Education, Manitoba Education, the Winnipeg School Division, as well as our own students and staff.

This framework is consistent with The Public Schools Act; The Safe Schools Charter: The Human Rights Code; The Public Schools Amendment Act - Safe and Inclusive Schools, 2013; Provincial Code of Conduct, 2014.

For policies related to the **Standard of Behaviour** document please visit the Pembina Trails School Division website at: www.pembinatrails.ca.

Established January 2006

Reviewed January 2012

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Rebranded June 2016



5 Key Behaviours:

The **Standard of Behaviour** implies **5 Key Behaviours** that must guide the practice of all staff members. They are:

- 1. Establishing a Climate of Conducive to Learning:**
Creating a climate that supports learning is the first step to effectively teaching anything.
- 2. Modelling:**
The modelling of conduct we desire students to emulate is an ongoing responsibility for all adults in a child's life - at school, at play and at home.
- 3. Teaching:**
Telling isn't teaching and expectations don't teach. Students must be specifically taught skills and attitudes embedded in the **Standard of Behaviour**.
- 4. Responding Professionally:**
Pembina Trails staff members will always respond to behaviours that threaten or violate the physical and emotional safety of those in our care. Behaviour is always situational and any and every response to behaviour must always be informed by the circumstances of the situation.
- 5. Restoring Student to the Community:**
"Discipline" must be conceived in terms of strategies like relationship building, success orientation and developing dynamics that are more positive and cooperative than authoritarian and disempowering.

"Creating a safe, caring and inclusive learning community."

- Pembina Trails School Division



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