



New Frontiers School Board  
Commission scolaire New Frontiers

**Gault Institute**

# ***Rules of Conduct and Safety***

## ***2019-2020***

**At Gault Institute we ask that...**

- **All parents present themselves at the front office when visiting the school.**
- **All parents use the front door as a controlled point of access to the school.**
- **All parents sign their children in and out of the school, should the need arise.**

**School Hours:**

- **7:49 am: Morning Supervision starts**
- **7:58 am: First Bell:**
- **8:00 am: Second Bell (start of the school day)**
- **2:25 pm: Dismissal Bell (end of the school day)**

**Periodically at Gault Institute, other after school community activities take place within our building. Being a Community Learning Center in Valleyfield, after school activities take place at varying times throughout the course of the school year and are open to all residents.**

## INTRODUCTION

Educational polls throughout North America have consistently pointed to discipline as being the number one concern about the public education system. Clearly, parents want their children to attend a school that is orderly and safe. Studies show and we concur that long lists of rules that outline the do's and don'ts do not necessarily enhance discipline as well as one that develops a school culture which follows four basic rules based on the '*Do Unto Others*' principle:

1. Respect the feelings of others;
2. Respect the safety of others;
3. Respect for the school environment and the school building;
4. Respect the property of others.

Consequently, in order to follow these four basic rules, students are to:

- be honest and forthright;
- treat others with respect and courtesy;
- attend school regularly and punctually;
- work to the best of their ability.

In turn, the above-mentioned four basic rules help promote and maintain a climate that fosters the growth of character, which will be attained by the six pillars of character education:

- Respect (following instructions, listening to peers, treating others the way you want to be treated etc...)
- Citizenship (helping others, volunteering, working together for a common goal etc...)
- Trustworthiness (doing what you say you will do, making good choices etc...)
- Caring (listening before talking, being mindful of feeling of others etc...)
- Fairness (understanding that fair isn't always equal, sharing and caring etc...)
- Responsibility (understanding that you are responsible for your actions and words)

The purpose of the *Rules of Conduct and Safety* is to set the context for a safe and productive learning environment by outlining expected behaviour in safe and caring schools. Hence, it is expected that students will conform to high standards of behaviour when at school, on the way to and from school, and while attending any other school function or field trip. Students are also expected to demonstrate high standards of work habits, arriving to school and to class on time, with the necessary supplies and materials, as well as completing all in-school and homework assignments. In summary, students are expected to be co-operative, responsible, and do the best they can.

*N.B. Reference is made to 'school members' throughout this document. 'School members' include students and all adults whose roles bring them in contact with students in school settings and/or school-related activities.*

## **PRINCIPLES**

### **Respect**

It is expected that school members will exhibit behaviour that shows respect for the rights, property and safety of themselves and others.

### **Responsibility**

It is expected that school members will accept personal responsibility for their behaviour in order to maintain a safe and productive learning environment.

### **Rights**

It is expected that school members will honour the rights of others through the process of learning and demonstrating appropriate behaviour in the context of social responsibility.

The above principles are supported by the Education Act of the *Ministère de l'Éducation, du Loisir et du Sport* (MELS).

## **PARENT/SCHOOL COMMUNICATION**

Communication between Gault, our teachers, educators and families is the most important element in the success of our children. Aside from parent/teacher interviews, which take place twice annually, teachers, parents and administration may communicate through various means.

- Student agenda for general communications
- Email or telephone for more detailed or concerning issues regarding academic or behavioral progress
- Meetings between teachers/parents/administrator

As much as we would like to accommodate drop-in meetings, it isn't always feasible. Please make an appointment via telephone or email if a meetings is necessary.

## **STANDARDS OF BEHAVIOUR**

All school members will honour the following standards of behaviour:

- Show respect for the rights, property, and safety of themselves and others;
- Respect and appreciate diversity of all school members—regardless of race, culture, ethnicity, religion, gender, sexual orientation, age, and ability;
- Express themselves with socially acceptable language and gestures;
- Exhibit behaviour that avoids all forms of intimidation, harassment, racism, and discrimination;
- Dress in accordance with school dress standards; including dress code;
- Treat school property and the property of others with care;
- Respect the responsibility of all school members in exercising their duties;
- Promote positive behaviour through the avoidance of all types of violent acts;
- Refrain from the possession of any form of weapon on school property;

- Refrain from the possession of and being under the influence of all forms of intoxicants on school property;
- As appropriate, attend classes, activities and events and be prepared and punctual.

### **Identifying Disruptive Behaviours**

Disruptive behaviour, not serious enough to significantly interrupt the learning climate of the school, endanger the well-being of others, or damage school property, is classified as disruptive.

Examples of such behaviour may include, but is not limited to the following:

- Chronic minor offences
- Smoking
- Chewing gum
- Profanity and swearing
- Disrespect or insubordination
- Failure to obey instructions
- Forging notes or excuses
- Non-attendance or poor attendance at school or in specific classes
- Chronic lateness
- Loitering in school areas when asked not to
- Petty stealing
- Fighting (shoving, pushing, or scuffling)
- Bullying (dependent upon the degree of bullying)
- Other acts of misconduct that are disruptive or that may create a potential safety hazard.

### **Severely Disruptive Behaviour**

Behaviour that is serious enough to significantly disrupt the learning climate of the school, endanger the well-being of others, or damage school property is classified as severely disruptive.

Examples of severely disruptive behaviour include, but are not limited to:

- Vandalism
- Disruptions to school operations
- Verbal abuse
- Bullying (dependent upon the degree of bullying)
- Racial and/or discriminatory misconduct
- Sexual harassment and/or assault
- Sexual misconduct, sexual abuse or physical abuse
- Physical violence
- Use or possession of weapons
- Illegal activity

## **CONSEQUENCES OF NON-COMPLIANCE**

Discipline is intended to promote learning and self-control, and to change inappropriate behaviour. Expected behaviours must be actively taught both at home and in school. The strategies used to develop understanding and respect for the code may vary from student to student. When there is non-compliance with the behavioural expectations of the code, despite the application of these strategies, appropriate measures will be initiated. It is important to note that the context of the situation may have an impact on student consequences and that in certain cases; consequences may vary depending on that context.

The following principles will apply:

- Consequences will be appropriate to the student's current stage of development and the special needs of the student, if such is the case.
- Consequences will reflect the severity of misbehaviour and take into account the frequency and duration of the misbehaviour.
- Consequences will be chosen primarily for their educational value.
- Consequences will make sense to the student as much as possible.
- Consequences will be appropriately timed.

When managing severely disruptive behaviours:

- Inappropriate behaviour is never ignored.
- Appropriate action is always taken.
- Immediate action is taken to bring a stop to the behaviour.
- Additional action in the form of an intervention should be included in order to produce a constructive behavioural change.

### **Consequences and Communication with Parents**

As with any important information concerning the academic and social development of our students, clear communication with parents is of paramount importance to us at Gault. With this in mind the following are possible consequences for minor disruptive behavior. This list of consequences is not an exhaustive list.

- Teacher/Principal/Student Chat
- Restorative measures and practices
- Recess and Lunch detentions
- Loss of Privileges, such as extra-curricular activities
- In-school Suspension
- Parent/Student/Teacher/Principal meeting

For Severely Disruptive Behavior, the following are possible consequences.

- Restorative measures and practices
- After-school detentions or detentions that take place outside of the school day (ie. pedagogical days and weekends)
- Out-of-school Suspension
- Parent/Student/Teacher/Principal meeting

Home communication regarding behavior issues may be made through the agenda, a parent copy of a school discipline referral or personal contact.

### **Disciplinary Consequences specifically forbidden**

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

- Corporal punishment;
- Use of collective responsibility (group punishment) in disciplinary procedures;
- Use of academic work as a disciplinary procedure (i.e. assigning extra academic work to punish misbehaviour);
- Use of evaluation procedures as a disciplinary procedure (i.e. arbitrarily assigning a test to an individual or class that is behaving inappropriately)

### **Anti-Bullying & Anti-Violence**

As with all schools in the New Frontiers School Board, our ABAV plan, in place since December 2012, is built on the fact that parents, students and staff understand and follow the procedures built into this plan to ensure the health, safety and confidentiality of all involved should these unfortunate situations arise

Bullying is defined as:

**“The word “bullying” means any repeated direct or indirect behavior, comment, act or gesture, whether deliberate or not, including in cyberspace, which occurs in a context where there is a power imbalance between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes”**

Violence is defined as:

**The word “violence” means any intentional demonstration of verbal, written, physical, psychological or sexual force which causes distress and injuries, hurts or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property.”**

*Student and Parent procedures for reporting a suspected incident of bullying:*

Any student or parent that witnesses or has knowledge of an act of bullying or violence has an obligation as a responsible member of the Gault community to intervene if the situation does not threaten their well-being or to report the incident to school authorities.

The following are the means through which a student may do so:

A Parent may:

- Inform a staff member on duty.
  - Inform administration
  - Mention it to a teacher they trust
  - Tell their parents
  - Deposit a report in the "Bully Box"
- Inform their child's teacher
  - Inform the school administrator

Gault Institute's Anti-Bullying & Anti-Violence Plan is extensive. For the sake of brevity, only the reporting procedures for parents and students are outlined in our school code of conduct. Should you wish more information, please contact the school

## **Areas of Responsibility**

### Students

It is the duty of a student to:

- a) Participate fully in learning opportunities;
- b) Attend school regularly and punctually;
- c) Contribute to an orderly and safe learning environment;
- d) Respect the rights of others; and
- e) Comply with the discipline policies of the school and the school board.

### Parents

It is the duty of parents to:

- a) Support their children in achieving learning success;
- b) Ensure that their children attend school as required by ministry regulations;
- c) Ensure the basic needs of their children are met—making sure that their children are well nourished and well rested when they go to school; and
- d) Support their children's teachers in their efforts to provide an education for their children.
- e) Be a participant in their child's/children's education and openly communicate, on a regular basis with the school, teachers, daycare and administration.

- f) To report to the office when dropping off and/or picking up their child/children

### Teachers

It is the duty of the teacher to govern the conduct of each group of students entrusted to his/her care. In particular, the teacher has the responsibility to...

- a) Teach in accordance with the Program of Study and the Educational Project/MESA of the school
- b) Foster a safe and positive learning environment
- c) Evaluate the progress of students and openly communicate with their parents;
- d) Supervise every student / group entrusted to his/her care.

### Principal

The principal is the educational leader of the school and has **overall responsibility** for the school, including teachers and other staff.

It is the duty of the principal to ensure that reasonable steps are taken to create and maintain a safe, orderly, positive, and effective learning environment.

### Director of Educational Services

It is the duty of the Director of Educational Services to maintain a safe, orderly, and supportive learning environment in all schools within the school board's jurisdiction.

### Support Staff

It is the duty of a support staff member to:

- a) Maintain an attitude of concern for the dignity and welfare of each and every student;
- b) Cooperate with the school board, director of educational services, school principal, teachers, students, and other staff members to maintain an orderly, safe and supportive learning environment;
- c) Respect the rights of students.

### General Responsibilities and Powers of School Boards

In accordance with the Education Act, a school board shall:

- a) Promote its schools as safe, quality learning environments and as community resources;
- b) Establish a student discipline policy consistent with ministerial guidelines;

- c) Develop policies and implement programs consistent with the Ministry of Education policies and guidelines respecting students who have been suspended for more than five days or expelled from school;
- d) Establish a policy for the protection of students and employees from harassment and abuse.

### **School Event Social Media Guide**

Social media tools like Facebook and YouTube are here to stay, and it's our responsibility as parents, teachers and staff to not only use social media well ourselves, but to guide the children in our care as they grow up to become happy, healthy citizens of tomorrow's digital world. This said, **Gault** realizes that capturing school events digitally is an important aspect of all our families in our community. **Due to this, pictures and video will be allowed at school events provided that parents agree to not post, publish or upload video and pictures onto social media sites without the permission of parents whose children also appear in the pictures and or video.**

### **Photos, Videos and Recordings**

As with social media, our technology is here to stay. With students increasingly bringing cell phones, music devices and tablets that have video/photo/recording capability to school, we need to be clear about our expectations. Gault students will be expected to use this technology with permission from the school and in line with respect of others in our Code of Conduct and Safety. Any inappropriate or unauthorised use of this technology may result in confiscation of the device. Parents may be contacted to pick it up. As always, the school is not responsible for personal belongings.

## School Agreement

### Rules of Conduct and Safety

Dear Student, Parent/Guardian:

The pages you have just read outline the code of ethics, school rules, and corrective measures in the case of an infraction as well as related procedural information.

As a school community we are all responsible for the learning environment, and as a member of this school we acknowledge that these guidelines are to be respected and adhered to by all.

We ask that the said document be read carefully by all students and their parents/guardians and that the acknowledgement portion below be signed and returned to the teacher at your earliest convenience.

#### \* Acknowledgement of School Rules and Code of Ethics \*

I, \_\_\_\_\_, as a student of Gault Institute, have read the booklet and am fully aware of the commitment I have to the school community. I will abide by the rules and the code of ethics and fully realize that failure to do so will have consequences, as outlined in the document.

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 2013.  
*(date)* *(month)*

*Student's signature:* \_\_\_\_\_

*Student's name:* \_\_\_\_\_

*Parent/Guardian's Signature:* \_\_\_\_\_