



GUIDE TO RESPECTFUL AND COOPERATIVE BEHAVIOUR

(APPROVED BY THE BOARD OF DIRECTORS, JUNE 2020)

Introduction

At Paul Penna Downtown Jewish Day School, we are committed to maintaining a school environment that is safe, calm, and respectful and that supports the growth and wellbeing of our students—individually and collectively. Our expectations for respectful behaviour include:

Respect for people, property, and learning.

Teachers will establish and regularly review expectations, routines, and procedures with their students.

Philosophical Approach

Our goal is to maintain a safe, calm, and respectful school environment with an approach that is educational and proactive and sensitive to the needs and feelings of our students. This approach includes the following elements:

- Educational Excellence: Students are motivated to cooperate when the learning is relevant and engaging and differentiated to meet their unique learning needs and profile.
- Anticipation: Many behavioural problems can be prevented through establishing clear expectations, routines, and procedures at school, which need to be taught, modeled, practiced, and reviewed from time to time.
- Self-Regulation: Learning to regulate one's own behaviour is an important developmental task. It is our goal to guide and support our students as they develop the self-regulation tools needed for positive participation at school.
- Consistency: To ensure student wellbeing, confidence, and success, expectations must be reinforced by all partners—at home and at school—working collaboratively
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Paul Penna DJDS Code of Conduct

In order to maintain a school environment that is safe, calm and respectful and where respect for people, property and learning is front and centre, all students, parents, teachers and other school staff must be held to standards of behaviour. Our Code of Conduct is guided by our 7 values and philosophical approach to behaviour. The Code of Conduct applies to students on school property, busses, and at school related events, including field trips. When investigating violations of the Code of Conduct, faculty will attempt to maintain clear and thorough documentation.



All members of the school, including parents, students, teachers, administrators, visitors and volunteers, community must:

- Respect and comply with all applicable federal, provincial, municipal laws;
- Comply with the Code of Conduct;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas, and their opinions;
- Treat one another with dignity and respect at all times, and especially when there is disagreement;
- Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
- Respect the rights of others;
- Show proper care and regard for school property and the property of others;
- Take appropriate measures to help those in need;
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- Respect all members of the school community, especially persons in positions of authority;
- Respect the need of others to work in an environment that is conducive to learning and teaching;
- Not swear, with word or gesture, at a student, faculty member or at another person in a position of authority;
- Respect the school's policies and practices for fire drills, lockdowns, evacuations, the Sussex Mews Laneway and the MNjcc;
- Show proper care for the physical school building, school properties and its surroundings;



- Prevent any forms of bullying, whether physical, social, exclusionary or cyber;
- Prevent any form of harassment in written, digital or oral form; or
- Respect the protocols for police investigations;

Safety

All members of the school community must not:

- Engage in bullying behaviours, including social, physical, verbal, relational or cyber bullying;
- Commit sexual assault;
- Use social networks or digital media to impune another member of our community or share inappropriate or private information or images about another member of our community;
- Use any object to threaten or intimidate another person;
- Cause injury to any person with an object;
- Traffic in weapons or illegal drugs;
- Give alcohol or cannabis to a minor;
- Be in possession of, or be under the influence of, cigarettes (including electronic cigarettes or vaping devices, alcohol, cannabis (unless authorized by a medical professional), and/or other illegal drugs
- Commit robbery;
- Inflict or encourage others to inflict bodily harm on another person;
- Engage in hate speech and other forms of behaviour motivated by hate or bias; or
- Commit an act of vandalism that causes damage to school property or MNjcc property.

Conduct that also a breach of the Code of Conduct includes but is not limited to:



- Sharing harmful material about another member of the school community online, through social media, over text or other similar behaviours;
- Using the internet, a media device or social media to engaging in forms of social cruelty or bullying;
- Not respecting the policies and practices of the school such as fire drills, lockdowns, evacuation procedures and the appropriate use of technology policies;
- Deliberate defiance of a teacher's instructions, or an inappropriate response in tone, words or physical behaviour to a teacher's instructions;
- Falsely setting off a fire alarm; or
- Leaving school grounds without permission.

The school community and parents are reminded that any concerns related to their child or the school should be brought to their child's teacher or the school administration directly. Social media is not the appropriate venue to raise concerns.

The Standards of Behaviour apply:

- on school property
- while off-site on field trips and other school-related activities or programs
- while travelling on a school bus or public transportation for the purpose of school transportation
- to in-school and off-site sports activities
- on school technology or electronic communications
- in circumstances where engaging in an activity could have a negative impact on the school climate

Professional Roles and Expectations

The Code of Conduct recognizes that all members of the school community, including the Head of School, faculty, staff, students, and parents/guardians, have an obligation to comply with standards of behaviours as outlined in this policy.



Each member of the school community has the following roles and responsibilities:

Head of School

Under the direction of the Board of Directors, the Head of School takes a leadership role in the daily operation of the school. They provide this leadership by:

- demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive and accepting learning environment;
- holding everyone under their authority accountable for their own behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.

Teachers and Other School Staff

Under the leadership of the Head of School, principals, teachers and other school staff maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and other school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, and other members of the school community;
- meet all professional expectations as laid out in the staff handbook;
- represent the school values in the wider community;
- refuse to 'friend' or interact with current students over social networks that are not the school's own educational learning management system.

Students



Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when students:

- come to school prepared, on time, and ready to learn;
- show respect for themselves, for others, and for those in authority;
- show respect for the ideas and opinions of others;
- show respect for the school's property;
- refrain from bringing anything to school that may compromise the safety of others;
- demonstrate honesty and integrity in their work; refusing to engage in plagiarism or academic dishonesty;
- respect the desire of others to learn, not preventing others from accessing the learning opportunities offered by the school;
- follow the established rules and takes responsibility for their own actions;
- speak respectfully to administrators, teachers, and other adults that enter the school;
- respectfully accept disciplinary decisions of the school administrators.

Parents

Parents and guardians play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents fulfill their role when they:

- are engaged and interested in their child's school work and progress;
- communicate respectfully, regularly, honestly with the school;
- help their child be prepared for school, including wearing appropriate clothing for outdoor time in various weather conditions;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;



- show that they are familiar with the Code of Conduct and school rules;
- encourage and assist their child in following the rules of behaviour;
- model these behaviours themselves;
- assist school staff in dealing with disciplinary issues involving their child;
- respectfully accept disciplinary decisions of school administration and work in partnership with the school toward the growth of their child;
- treat all members of the school community, including administrators, teachers and other parents, respectfully, whether in person, on-line or over social media;
- voice concerns with the school or its employees in a polite, respectful and collaborative manner, whether in person, on-line, or over email.

Accountability

There are times when children cross the boundaries of acceptable behaviour. As part of our educational approach, we believe that the teacher must relate to each situation and each child in a way that he or she feels will best support that child and the group as a whole.

In most cases, problematic behaviour will be handled by the teacher involved in conjunction with the core teacher. When it is unclear who should be handling an incident or a teacher needs additional support, bringing a member of the administrative team into the conversation early is important.

When issues arise at Recess the teacher on duty should deal with the child and the incident in the context of the recess time. If additional processing or discipline is needed resulting from the recess issue the core or Hebrew teacher with the class closest to the time of the incident should help process the incident and communicate with parents as needed. If appropriate or time sensitive administration will help support the process of unpacking and communicating recess related issues.

All teachers, including specialty, should document incidents in their class using the Resource log and when needed contact administration and parents themselves.

Members of the Administrative Team, including the Vice Principal, the Director of Student Services, Director of Middle School, the School Counsellor and the Head of School will assist in cases of significantly or persistently problematic behaviour and, when needed, parental support will be enlisted.



Low Level Misbehaviours

When a child's behaviour moves outside of the expectations regarding safe, calm and respectful behaviour, the goal for the teacher in the classroom is to bring the child back to a place where safe, calm and respectful learning and behaviour can continue. When there is an individual Behaviour Plan in place, following the behaviour plan is imperative in situations where behaviours move outside of the expected norms. When there is not a behaviour plan in place, moving the student back to safe, calm and respectful behaviour might include speaking to the child and reminding him/her of the classroom expectations at that moment. Additional appropriate actions for a teacher might include:

- Allowing the child to take a break - at a desk, in a safe/calm classroom space, in the hallway or in an administrator's office
- Presenting the child with a predetermined calm down tool - colouring, a glitter bottle, a book
- Filling out a reflection form (classrooms should have copies of these on hand)
- Using a timer to be clear about when the child can return

Using technology (ipad, laptop, mp3 player) as a calm down tool should only be used as indicated in a behaviour plan.

Once the child is calm the child can return to the individual or group learning. Should there be a need for discipline from the classroom teacher, the consequences should fit the infraction and act to fix/solve any problem that was created. Students who are unable or unwilling to follow the rules will be monitored and supervised closely until they can demonstrate that the supervision is no longer needed. In some cases they may need to be removed from the classroom to allow for close monitoring and additional supervision.

When does behaviour move from low level to escalating behaviour?

Using the behaviour principles of **intensity, duration and frequency, disruption** will help determine when a behaviour is no longer low level and requires additional support as it has moved into the realm of escalating behaviour. Student's age and patterns of previous behaviour are important when making this decision.

Escalating Behaviour

Behaviour that is not calm, safe and respectful will be dealt with using a progressive model of consequences. At times the Core, Hebrew or Specialist teacher will handle the situation and when the behaviour becomes more severe the Vice Principal, Director of Student Services, Director of Middle School, School Counselor or Head of School will help manage the situation. The goal for dealing with behaviour that is NOT safe, calm and respectful is to bring students back to a place where they are being safe, calm and respectful. As educators we need to understand the behaviour and respond appropriately. That response can take different forms, but must always be safe, calm and respectful itself.



Considerations when addressing behaviour that is NOT safe, calm and respectful:

1. Ensure the safety of the student and the other students and adults in the area
2. Follow an Individualized Behaviour Plan if one exists.
3. Keep track of time of response, as behaviour that lasts beyond 30 minutes without deescalation will be brought to a parent's attention immediately.
4. Students will be asked to articulate which rule has been broken and why that rule is important.
5. There is a consequence for breaking a rule. Consequence-related discussions are to be calm, pleasant, and brief, with a focus on problem-solving.
6. When a pattern of behaviour that is NOT safe, calm and respectful seems to be developing, the teacher or an administrator will communicate with parents by email or by phone. Communication will escalate from the level of the teacher and the School Counselor to the Director of Student Services, Director of Middle School, Vice Principal and the Head of School as needed.

Consequences:

Consequences are intended as a remediation for behaviour. The goal is to repair what has been broken and move towards a pattern of calm, safe and respectful behaviour. **Consequences and steps for remediating behaviour that is NOT safe, calm and respectful might include:**

- When possible, calling for an immediate "do-over" (going back and correcting the behaviour)
- A verbal or non-verbal reminder
- A conversation between a teacher and a child
- A practice session which reinforces appropriate behaviour
- A brief time-out followed by a conversation with a teacher or administrator
- An extended time-out followed by a conversation with a teacher or administrator
- A phone call with parents
- A written reflection
- An early end to the day (being sent home)
- A behavioural action plan
- Modified recess time
- Meeting with Parents and Child
- Team Meeting

Approach to suspensions

A suspension is an extended time-out that is used to return a child to a pattern of safe, calm and respectful behaviour that will allow the child to rejoin the classroom and school community. A suspension can be given by a member of the administrative team always in consultation with the Vice Principal or Head of School. A suspension, in-school or out-of-school, provides the time and space needed for one or more of the following:

- Acceptance of responsibility



- Reflection and problem-solving
- Parental involvement
- Supportive strategies and/or services
- Reparations where needed
- Planning for safe return to school

In-school suspension

- When students are not able to be brought back to a state of safe, calm and respectful behaviour within a reasonable amount of time and for a prolonged amount of time (determined by age of child and professionals involved) they may be asked to leave the classroom community for the duration of the day or an additional period of time.
- An in-school suspension might be used when a child's behaviour is significantly or persistently disruptive, aggressive or otherwise inappropriate, but the child is responsive to adult supervision and guidance.

Out-of-school suspension

- An out-of-school suspension may be necessary when a child's behaviour is significantly aggressive, dangerous or otherwise inappropriate ***and/or*** the student is not responsive to adult supervision and guidance.
- With an out-of-school suspension, the child's return to school will be preceded by a discussion with the student, a parent, and an administrator to review what led to the suspension, to reinforce the school's expectations, and to establish an understanding about next steps.
- An out-of-school suspension creates a time for the school to work with the family and any other support resources to create a plan that will more likely generate behaviour that is consistently safe, calm and respectful.

Special Circumstances

Sometimes students misbehave because of academic, social or emotional factors or because of special needs that have not yet been diagnosed or addressed. When the Administrative Team identifies a persistent pattern of problematic behaviour, it may become apparent, over time, that a child's behaviour is not entirely within his or her control. In such cases, the school will reach out to parents to discuss the behavioural patterns being observed at school, and work collaboratively to identify the source of the problematic behaviour and develop a plan for providing the needed support.

Recommendations to parents might include consulting with a specialist for an assessment. In many cases, following an assessment, the school will develop a Behaviour Plan, Growth Plan or an Individual Student Plan (ISP). In some cases, a family may be required by the school to provide, at their own expense, a part-time or full-time assistant so that the child can participate successfully at school. In very rare cases, a family may be asked to temporarily keep a child at home until the necessary arrangements can be made to accommodate the child's needs.



The Guide to Safe, Calm and Respectful Behaviour will be reviewed for possible revisions at a minimum of every three years. The school will continue to solicit the input of faculty and the Board of Directors in the review process.



EXCLUSION, TEASING, AND BULLYING

(Approved by the Board of Directors, August 11, 2015)

Connection with and acceptance by peers at school is extremely important to all children. Conversations often revolve around perceptions about social status within the group. In elementary school, social skills are not fully developed. A central goal at Paul Penna Downtown Jewish Day School is to teach our students to act in accordance with the ethical principles of our tradition. Accordingly, we strive as a community to create an environment in which everyone, without exception, is treated with dignity and respect.

Although cases of aggressive and/or persistent teasing, bullying or exclusion call for a disciplinary response, in many situations, a no-blame, problem-solving approach can be highly effective in resolving the conflicts that typically arise among students. In our experience, a no-blame, problem-solving approach increases goodwill, empathy, and the willingness to take responsibility for one's actions. In addition, bystanders are more willing to speak up and participate constructively when they find that disclosing to an adult leads to a positive, non-punitive response that makes the situation better.

A conflict among peers becomes a disciplinary matter when:

- The use of physical force causes significant distress or injury.
- Aggressive behaviour is unprovoked and/or unilateral and/or involves a power differential.
- A student is not willing to take responsibility for his/her actions or to participate in a problem-solving process.
- Aggressive or inappropriate behaviour proves resistant to a non-disciplinary approach.

At this time, faculty can refer to the Guide to Safe, Calm and Respectful Behaviour to determine next steps.