

Restorative Measures

The following list is a range of strategies and restorative measures to address behavioral concerns or conflicts.

The type of measure implemented is based on individual needs and the severity of the problem.

- A teacher or administrator speaks with the student to reach agreement regarding the student's behavior.
- The student is given the opportunity to be involved in restorative practice or "fix" the problem their behaviour has created.
- Where the student's behavior affects the class or another student in the general school population, the student may be supervised in another location until the issue is resolved.
- A meeting with the student and those affected by the behavior will be held to allow the student to fix their mistake.
- A conference is held with the student's parents/guardians, and school personnel to develop a plan for changing the student's behavior. This plan may lead to a behavior intervention plan and the involvement of the school team and possibly Child Guidance personnel.
- A student may be assigned to an in-school suspension at the discretion of the school administration.
- Students may be suspended from school for the following reasons:

Weapons possession, threat, attack, physical assault (staff and students), verbal assault (staff and students), substance use/abuse (use/possession of illegal drugs, alcohol and tobacco, abuse of controlled substances, trafficking in illegal drugs), property damage, misconduct (conduct considered detrimental to the learning environment which is not included in the above) and inappropriate use of the internet.

Communication with Parents

Any supportive or corrective action is to assist the child to become a more mature, self-disciplined person who is responsible for his/her actions. Students will be dealt with fairly, constructively and with understanding. Every attempt will be made to keep disciplinary action directly related to the child's behavior.

Process for Appealing Disciplinary Decisions:

If a parent would like to appeal disciplinary decisions or if they have any questions or concerns, please:

1. Speak to the person who gave the consequence.
2. If not satisfied, please contact the Principal or Vice-Principal.
3. If still not satisfied, contact the District Superintendent.

The staff of General Wolfe School believes that good communication between home and school is essential if we are to help children develop and mature, physically, socially, emotionally and intellectually.

Helping a child change or learn from their mistakes requires both parents and school staff. As situations arise, parents will be contacted and informed. Your assistance and support is vital to this process.



General Wolfe School Code of Conduct



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Restorative Practices

The staff and students of General Wolfe School have developed a School Code of Conduct based on Restorative practices. Restorative principles acknowledge that people will make mistakes and that learning from these mistakes will help us grow as individuals.

When an individual makes a mistake, they need to take ownership for that mistake and put in place the restorative measures to correct the harm done. The goal is for everyone to learn and grow stronger through these experiences.

Our staff and students worked together to establish our school beliefs. These beliefs assist us in understanding our roles and responsibilities and creating a community that nurtures our growth as people.

At General Wolfe School we believe

- In Respect for All
- School Should Be Safe
- Learning Should be Enjoyable.

The purpose of our School Code of Conduct is to ensure that everyone is working towards a positive and healthy school culture where everyone is treated with dignity and respect.

The following chart of Roles and Responsibilities outlines the expectations that will support us in the development of a nurturing, supportive learning environment.

Belief	Students Will	Staff Will	Parent/Guardian Will	Proactive Strategies
Respect For all	Be polite, respectful and cooperative to all regardless of race, religion, gender, age, or sexual orientation. Avoid the use of abusive language and aggressive behavior as these are unacceptable at all times. Treat all property with care.	Show common courtesy and respect to all regardless of race, religion, gender, age, or sexual orientation. Will model positive behavior and address abusive language and aggressive behavior if they occur. Establish a positive learning environment, which is embedded in all we do.	Show common courtesy and respect to all regardless of race, religion, gender, age, or sexual orientation. Will model positive behavior. Help their children develop positive attitudes toward school and respect for the staff and school property.	Involvement in Restorative Practices. Teaching of expected behaviors. Modeling of expected behaviors. Development of a school wide continuum of behavioral supports. School Wide Establishment of Code of Conduct and Restorative Measures
School Should be Safe	Solve conflicts peacefully through discussion or by seeking help. There is no place for bullying or abusing another person verbally, physically, sexually or psychologically, or excluding another individual from school activities. All students will be advocates for each other in issues of bullying. Follow the school and Divisions' policies respecting appropriate use of technology.	Assist students in resolving conflicts peacefully utilizing the principles of restorative practices. Address issues of bullying. Teach cooperative learning skills in class and provide opportunities for all students to learn with each other. Involve and instruct the students in understanding the ethical use of technology.	Encourage the peaceful resolution of conflict. Discourage violent or aggressive behavior to solve a problem. Be a participant in conflict resolution situations, as needed. Support and monitor their children in the ethical use of technology.	Anti-Bullying Awareness Peer Mentors/Human Rights Club. Parent Information Sessions on Anti-Bullying/Cyber Bullying/Gang Awareness Utilize the LwICT continuum in all subject areas. Parent information sessions on Technology and its use.
Learning Should be Enjoyable	Make the most of the time in school; strive for personal academic excellence through classroom participation. Approach learning with a positive attitude. Be involved in the life of the school. Attend school regularly and be on time. Bring the required supplies/tools of a student to school and to class. Complete homework and assignments. Seek out assistance when needed.	Provide students with relevant learning activities which challenge and engage them. Contact parents when students are absent. Assist students in developing organizational skills. Evaluate students' achievement and assist students in providing appropriate programming.	Help their children develop positive attitudes to school. Support their child's involvement in the life of the school, clubs, extra-curricular activities. Ensure their children attend classes regularly, arrive at school on time and do their homework. Notify the school when their child is absent. Reinforce the importance of education. Provide their child with a place to do homework. Contact the teacher if there are concerns or questions.	Establish a positive learning environment which challenges students to learn in a variety of ways and reinforces individual strengths and talents. Provide students with a variety of optional classes and extra-curricular activities. Develop and implement an attendance process which will include—daily morning callbacks, contact with parents for unexplained absences, involvement of the Division's attendance officer. Homework Club After school and lunch support for academics.

