



TMS Code of Conduct

All members of the TMS community, students, staff, parents and others, have the responsibility to act in a manner that promotes Grace and Courtesy at all times. We promote this by asking all members of the TMS community to habitually follow TMS Ideals.

TMS Ideals: Respect, Strive and Make Good Choices

1. Respect yourself and others through graceful and courteous conduct.
2. Strive for your best in all areas; academics, arts, athletics and citizenship.
3. Make good choices that have positive effects and productive outcomes.

All TMS students are expected to understand and follow these ideals. Faculty, staff, and parents are asked to encourage students to live by these ideals and model them at all times.

Each member of the TMS community must be committed to creating a supportive and caring environment in and out of school. When a member of the community chooses to act in a manner that contravenes our TMS Ideals, the faculty and administration will work with that individual to provide appropriate consequences. In serious cases, these consequences may include suspension or expulsion for students, and suspension or dismissal for faculty and staff. The Head of School is the final arbitrator in the case of all consequences.

Actions TMS students are asked to take when being graceful, courteous, and respectful:

1. TMS students help others and make the school a positive and inviting place for all by:
 - (a) greeting everyone with a smile and a kind word;
 - (b) looking for reasons to compliment others;
 - (c) holding doors for others;
 - (d) helping without being asked;
 - (e) including everyone in an activity;
 - (f) looking for the best in each person;
 - (g) avoiding teasing and finding positive ways to give and get others' attention; and
 - (h) looking after their possessions, other people's possessions and the school's possessions with care and attention.
2. When they encounter difficulty with another person, TMS students take the time to address it in a positive fashion. They do not turn difficulty into greater conflict. TMS students know to approach disagreements in the following manner:



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- (a) ignoring something if it is truly small;
- (b) talking about disagreements and concerns to calmly resolve them; and
- (c) involving a teacher or adult to help talk about an issue.

Above all, TMS students know to not escalate a situation by making it worse.

Standards of Behaviour

By enrolling in TMS, students automatically assume the obligation to comply with the provisions of the Code of Conduct. Central to the Code of Conduct is the understanding that each student will follow certain standards of behaviour. Self-discipline and a willingness to accept responsibility for one's actions and conduct are fundamental to the Code of Conduct.

Respect, Civility, and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- 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, religion, gender, sexual orientation, age, 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;
- and
- not swear at a teacher or at another person in a position of authority.

Safety

All members of the school community must not:

- engage in bullying behaviours;
- commit robbery;
- be in possession of any weapon;
- use any object to threaten or intimidate another person;



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- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with cigarettes, alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in forms of behaviour motivated by hate or bias; and
- commit an act of vandalism that causes damage to school property or to property located on the premises of the school.

Preventing Bullying at TMS

A positive school climate is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a school. When these relationships, founded in mutual acceptance and inclusion, are modelled by all, a culture of respect becomes the norm. A positive school climate exists when all members of TMS community feel safe, comfortable, and accepted.

TMS recognizes the following:

- Bullying adversely affects a student's ability to learn;
- Bullying adversely affects healthy relationships and the school climate;
- Bullying adversely affects a school's ability to educate its students; and
- Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. online) where engaging in bullying will have a negative impact on the school climate.

Bullying is defined as aggressive and typically repeated behaviour by a pupil where,

(a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,

(i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation, or harm to the individual's property;

(ii) creating a negative environment at a school for another individual; and

(iii) producing a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or diverse learning strategies .

This behavior includes the use of any physical, verbal, electronic, written, or other means.



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Cyberbullying means bullying by electronic means, including,

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet;
- and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, disability, diverse learning needs, sexual orientation, family circumstances, gender, and/or race.

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g., hitting, pushing, tripping), verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g., excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet websites, or other technology).

TMS recognizes that while bullying is distinct from teasing, the line between the two is often unclear depending on perspective. TMS is committed to investigating all incidents with a high degree of care.

Teasing

- Based in fun
- Based on reciprocity
- Not intended to hurt
- Maintains basic dignity
- Pokes benign shared fun

Bullying

- Based in contempt
- Based on an imbalance of power, one-sided
- Intended to harm
- Humiliates with cruel and/or bigoted joking
- Laughs at target in an exclusive manner

Intervention and Support Strategies

TMS will apply a comprehensive intervention strategy to address incidents of bullying, including appropriate and timely responses. Intervention and support will be consistent with a progressive discipline approach. The strategies range from early interventions to more intensive interventions. In cases of persistent bullying, there may be a possible referral to community or social service agencies. Ongoing intervention and support may be necessary to sustain and promote positive student behaviour. For a student with special education needs, interventions, supports, and consequences will be consistent



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with the student's strengths, needs, goals, and expectations contained in his or her individual education plan.

Responsibility of a Bystander

TMS is committed to providing a healthy school environment that is nurturing, caring and respectful of everyone. TMS teaches social skills that will serve its students well throughout their lives.

If a student has been bullied, intimidated, or threatened or has witnessed such behaviour, he/she needs to confide in an adult at the school. If the school is not aware of an incident, it cannot act. A student is not tattling by contacting an adult; he/she is, in fact, upholding TMS's core values and demonstrating courage by appropriately standing up for himself/herself. No one has the right to bully, intimidate, or threaten another person. It takes courage to stop such behaviour in a mature and responsible way.

If a student witnesses an act of peer bullying, intimidation or threats, he/she is a bystander and is expected to take steps to help. It is part of his/her responsibility as a TMS student.

Roles and Responsibilities

The Code of Conduct recognizes that all members of the school community, including the Head of School, teachers and other staff members, students, and parents, have an obligation to comply with the standards of behaviour outlined in this policy. Each member of the school community has the following roles and responsibilities:

TMS School

Providing direction to ensure opportunity, academic excellence, and accountability in the school, TMS School has the responsibility to:

- develop policies that set out how TMS will implement and enforce its Code of Conduct and other rules that promote and support respect, civility, responsible citizenship and safety;
- review policies regularly with students, staff, parents, volunteers and the community;
- seek input from the Board of Directors, parents, students, staff members and the school community;
- establish a process that clearly communicates the Code of Conduct to all parents, students, staff members, and members of the school community in order to obtain their commitment and support;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety; and



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- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

Head of School

Under the direction of TMS, the Head of School takes a leadership role in the daily operation of the school by

- demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- holding everyone under his/her authority accountable for his or her behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of the school community; and
- providing an example of respect and civility for all members of the school community.

Teachers and Other School Staff Members

Under the leadership of the Head of School, teachers and other school staff members 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 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 the members of the school community; and
- prepare students for the full responsibility of citizenship.

Teachers shall also assist the Head of School in maintaining close co-operation with the school community and in establishing and maintaining consistent disciplinary practices in the school. In addition, teachers must assist the Head of School by reporting incidents and by consulting on investigations.

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 a student:



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- comes to school prepared, properly dressed in uniform, on time, and ready to learn;
- adheres to school uniform rules;
- shows respect for himself or herself, for others, and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others; and
- follows the established rules and takes responsibility for his or her own actions.

Parents and Guardians

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

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, properly dressed and prepared for school;
- 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 TMS School Code of Conduct and school rules;
- encourage and assist their child in following the rules of behaviour; and
- assist school staff in dealing with disciplinary issues involving their child.

When Behaviours Contravene Our TMS Ideals

At TMS, behaviours that are inappropriate will result in disciplinary action in accordance with the seriousness of the action. Consequences may be as serious as expulsion or suspension and will always be determined through due process and in terms of the specifics of each case. The school has the right to involve the police. The school may also undertake disciplinary action when a student takes part in inappropriate behaviour off school property, including the internet, when the conduct has or will have an impact on the school climate.

When exercising its discretion to determine the appropriate consequence to apply to an offence, TMS will take into account:

- the seriousness of the offence or the attempt to commit the offence;
- the intention of the student; and
- the impact of the offence on the standards of behaviour and integrity that TMS tries to cultivate in the school community.

The range of consequences that TMS will apply to offences includes:



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- removal from a school activity, special program or recess to complete work, or a special assignment designated by the teacher;
- detention;
- probation;
- in-school suspension;
- arrangement of a behaviour or performance contract with the involvement of the student, teachers and parents;
- formal suspension from school with conditions for the student's return discussed with parents and the student in accordance with the school policy; and/or
- expulsion from school.

The school reserves the right to expel a student when the continued attendance of that student would not be in the best interests of that student or the school. The school also reserves the right to expel a student when his/her behaviour is in breach of the Code of Conduct, seriously jeopardizes the school's ability to guarantee the dignity and safety of its students, interferes with learning, or involves conduct injurious to the school's moral tone or to the physical or mental well-being of others. In these circumstances, the school will make reasonable efforts to assist the student's family in securing suitable alternative education arrangements.