



# Mary Gardner Elementary School



## Rules of Conduct and Safety 2019-2020

## 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
- Citizenship
- Trustworthiness
- Caring
- Fairness
- Responsibility

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.*

## **School Rules**

Mary Gardner Elementary School rules are based on the following six character pillars that emphasize **kindness and safety** above all else in all interactions, including interactions through social media (Internet).

**Students, staff and parents together have a responsibility to ensure appropriate behaviour and show support of these rules.**



### **The school rules are as follows:**

#### **Trustworthiness**

- We tell the truth.

#### **Respect**

- We respect others, the school property and ourselves.
- We respect the property of others (stealing is not tolerated).
- We use kind and appropriate language at all times (i.e. no swearing)
- We are kind in all interactions including on the Internet. See tips in this agenda.
- We dress appropriately for school to support a more respectful learning and teaching environment.

#### **Responsibility**

- We arrive at school and class on time. **Absences and lateness must be justified in writing.**
- Toys, collectibles and electronic equipment are to remain at home. The school is not responsible for any lost, stolen or broken items.

## **Fairness**

- During recess and lunch, we play fairly on the playground. We realize that at times, games may be suspended for our safety.
- During recess and lunch, we are considerate of others and their play space.
- We do not throw objects: snowballs, rocks or other inappropriate items.

## **Caring**

- Violence and bullying of any kind, including cyber-bullying will not be tolerated at Mary Gardner School. Being involved as a bystander, laughing or encouraging the violence or the bullying will not be tolerated.

**Violence refers to any intentional demonstration of verbal, written, physical, psychological or sexual force that causes distress and injures, hurts or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property (NFSB 2012).**

**Bullying refers to any repeated direct or indirect behaviour, 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. (NFSB 2012).**

- Any form of play fighting is considered violence and is not permitted for the safety of your child and others. Children who witness violence or bullying have a responsibility to report it. Children that feel they are targets of bullying or of any form of violence are encouraged to go to an adult.

## **Citizenship**

- We speak in a normal tone of voice and are extra quiet when walking in the school hallways.
- We leave chewing gum at home.
- We remove our caps when entering the school.

- We walk in the school and on paved areas in front.
- We walk beside our bicycle on school property.
- We do not play near buses.

**Contract**

**I have read and I understand the MGS School rules described above. I have reviewed them with my child. We agree to comply with these rules.**

Student signature: \_\_\_\_\_ date: \_\_\_\_\_

Parent/ tutor signature: \_\_\_\_\_ date: \_\_\_\_\_

**Discipline Policy**

Students must respect the Mary Gardner Elementary School rules and take responsibility for their actions. The following policy outlines how school staff will intervene when a school rule is not respected.

Parents have an important role to play in supporting their child's character development both at home and at school. We encourage parents to follow up on events that occur at school.

**Intervention procedures with the student.**

**Step 1: Own it:** Student must admit what they did wrong.

Example: *"I pushed my classmate."*

**Step 2: Fix it:** Student must fix or repair their action.

Example: *"Are you all right, do you need ice?"*

**Step 3: Learn from it:** Student explains how they will keep it from happening again: Example: *"I will keep a space between myself and others when I line up."*

**Step 4: Make restitution/resolution/reconciliation:** Student must make amends. They must take action and show kindness towards the person or the property that has been violated. They must correct any harm that was done to the relationship.

Example: *"I apologize for pushing you and I will not do it again. Can I help you with something?"*

**When will this procedure be used?**

This intervention procedure will be used in all circumstances where a disrespectful, an unkind or unsafe behaviour has been observed or reported. Whether it is an accident or an intentional act, the student will be expected to complete the above steps.

**How will this procedure be used?**

- 1) Sometimes, this procedure will be followed through **verbally** on the spot.
- 2) At other times, your child will have to do a written reflection on their behaviour in the **reflection room** during lunch hour.

**What are the possible consequences for a student's actions?**

The consequences of the student's actions will depend on the severity or the nature of the event.

There are three categories of behaviour identified at MGS:

- 1) Mistakes (a small error made without intending to break the rules, learning opportunity)
- 2) Mischief (done intentionally but not serious breaking of the rule)
- 3) Mayhem (serious, intentional misbehaviour, harmful to people and their property)  
\*Bullying is considered mayhem.

In very serious cases, a suspension (in school or at home) may be given.

## **Communication Tool/ Passport to good character**

The teachers will use the communication tool to document the event. The communication tool is considered to act as a log to follow up on disrespectful, unkind or unsafe behaviour. It is important for teachers and staff to document events in order to keep track of behaviour to ensure good communication with parents and watch for any emerging patterns.

**As a community, our goal is to help each child become a kind and responsible citizen.**

*\*The Mary Gardner School discipline policy is based on Barbara Colorosos' "The Purpose and Practice of Discipline" on-line document.*

## **Tips and Tools for Students, Teachers and Parents**

**Problem-solving techniques:** Let's make good choices in dealing with problems!

- 1) Look at a person in the eye and use your words to explain your problem clearly. Explain how their behaviour makes you feel.
- 2) Walk away from the situation.
- 3) Tell an adult if you or someone in our school community is in trouble!

## **The difference between tattling and telling:**

Tattling: Getting someone into trouble. Ex: Someone forgot to hang up their coat- we don't need to tell.

Telling: Getting someone out of trouble. Ex: Someone is hurt or being bullied ....we tell!

## **Internet code of conduct:**

Please note that most social media websites are for people **aged 13 or older**. Students will not be permitted to use these sites on school property.

If using these sites at home, please be aware that users are responsible for their conduct on-line. We encourage users to do the following before typing ANY message on-line:

Ask the following questions BEFORE sending a message:

- 1) Is what I am writing true?
- 2) Is what I am writing necessary?
- 3) Is what I am writing kind?

## **Electronic Devices**

Use of cell phones, camera phones, digital products in school situations can be disruptive to the educational environment and is not acceptable. The school is not responsible in any way for the loss or any damages done to these devices. If parents choose to send their child (ren) to school with an electronic device for safety issues, we ask that any electronic device(s) must give it to the office for safekeeping during the day.

## **School Event Social Media Guide**

Social media tools like Facebook and You tube 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 being said, MGS 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 to be taken at school events providing that they are not posted, published or uploaded video and pictures onto social media sites without the permission of parents whose children also appear in the pictures and or video.

## **Interesting tips for Anti-Bullying ([www.nobullying.ca](http://www.nobullying.ca), 2012)**

- Reassure your child of their right to feel safe.
- Be approachable, provide understanding and comfort for your child.
- Discourage bullying behaviour at home.
- Try sharing with your child your own experiences about school, friends & teachers.
- Generate a list of responses that could be used if a similar attack occurs.
- Provide the victim with the language to speak out for himself/herself.
- Ensure the victim understands the importance of confiding with an adult.
- Contact the school with any concerns

## **MGS Anti-Bullying & Anti-Violence Plan**

### **Our Goal:**

To prevent and stop all forms of bullying and violence targeting a student, a teacher or any other school staff member.

### **Definitions:**

**Bullying:** Refers to 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:** Refers to any intentional demonstration of verbal, written, physical, psychological or sexual force that causes distress and injures, hurts, or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property.

**The Plan:**

Our ABAV plan is designed to eliminate all forms of bullying and harmful behavior that can impede the learning process.

We are committed to working with students, staff, families, law enforcement agencies and the community to prevent issues of bullying and violence. The plan includes:

1. An analysis of the situation prevailing at the school with respect to bullying and violence
2. Preventive measures to put an end to all forms of bullying and violence in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic.
3. Measures to encourage parents to collaborate in preventing, stopping bullying, and violence and in creating a healthy and secure environment.
4. Procedures for reporting, or registering a complaint concerning, an act of bullying or violence and procedures for reporting the use of social media or communication technologies for cyber-bullying purposes.
5. Actions to be taken when a student, teacher or other school staff member or any other person observes an act of bullying or violence.
6. Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence.
7. Supervisory or support measures for any student who is a victim of bullying or violence, for a witness and for the perpetrator.
8. Specific disciplinary sanctions given for acts of bullying or violence, according to their severity or repetitive nature.

9. Required follow-up on any report or complaint concerning an act of bullying or violence.

## Plan Details

1.

<b>Analysis of the situation prevailing at the school with respect to bullying and violence Bullying Indicators:</b>
<b>Tell them From Me includes:</b>
<input type="checkbox"/> Overall school situation, boys versus girls, by grade, by grade and gender.
<input type="checkbox"/> Allows for comparison with TTFM Canadian Norms and comparison to past years results.
<input type="checkbox"/> Provides board wide results.
<input type="checkbox"/> Reflection binder with recorded infractions
<input type="checkbox"/> Passport entries
<b>Violence Indicators:</b>
<input type="checkbox"/> Written and or verbal reports of violence by students, teachers and/or parents
<input type="checkbox"/> Number of in school and out of school suspensions related to violent behavior.
<input type="checkbox"/> Number of passport entries related to violence.

2.

**Preventative measures to put an end to all forms of bullying and violence in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic include:**

MEASURE:

- Character Building Initiatives-K-6**
- Slogans posted in hallway for cyber bullying-Cycle 1,"be kind"- Cycle 1**
- Digital Citizenship Initiatives in technology class- Cycle 2-3**
- Anti-Bullying week including skits and role playing- all students**
- Passport to good behavior-Grades 1-6**
- Anti-Bullying assemblies-K6**
- Messages on the intercom-K-6**
- Lunch club for students who need anger management- 3-6**
- Good communication between staff**
- Self- esteem building through extra-curricular activities 3-6**
- Playground leaders program- K-6**
- Strong intramural program at lunch- 3-6**
- Tell Them From Me Survey (Student Voice)- 3-6**
- Organized clubs and activities at lunch-1-6**
- Peer projects-K-6**
- Reflection Room-1-6**
- Differentiates intervention activities for younger and older students - K-6**
- Individual and group intervention with behaviour technician (Bartimaeus) - K-6**
- Invited guests/ workshops for students from our partnership with local police department - K-6**

3.

**Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure environment include:**

A document is developed each year explaining the Anti-Bullying and antiviolence plan. This document is distributed to all parents. (Bill 56 Section 75.1). The plan could be addressed at “Meet the Teacher” evening assembly (if appropriate) and/or kiosk set-up. The kiosk could be set up for teacher interviews payment of school fees, report cards, or school plays etc. to distribute plan and answer questions. At Interview times kiosk set up again to answer any questions

Information, links posted on the school’s website regarding relevant parent information— symptoms that a child is being bullied, how to talk with their child about the situation, how to help your child if they have witnessed bullying, Internet Safety, cyber bullying etc.

Parent information sessions regarding specific bullying and violence topics (organized through CLC).

Ongoing communication between principal or their designate and parents of children who are being bullied and those who are engaging in bullying behaviors until resolution of the situation. Periodic communication with student bullied and their parent(s) to ensure that measures taken have been successful and the bullying has ceased.

Possible intervention to establish partnerships with difficult/reluctant parents: Identify students with behavioral concerns and school principal/classroom teacher makes initial contact at the beginning of the school year to discuss how “we” want the year to be successful for the student, how to establish communication etc.

For students with behavioral challenges call home with good news.

Positive press releases and articles on school websites and newsletters.

4.

**Procedures for reporting, or registering a complaint concerning, an act of bullying or violence and, more particularly, procedures for reporting the use of social media or communication technologies for cyber-bullying purposes.**

Guarantee of confidentiality when reporting. Any student witnessing an act of bullying or violence is required tell a staff member at school and should tell an adult at home (if parents have been advised of the procedures they will know how to proceed).

Locked box where students can submit a written communication. It should be strongly encouraged that students sign their name to allow for follow-up.

Verbal report to staff. All staff must document the report and the follow-up.  
E-mail to appropriate individual

Reporting Procedure for STAFF

Reflection/detention Binder

Verbal report to administrator

Monitor reporting forms for lunch time supervisors dealt with by administrator

Behavior log

Reporting Procedure for PARENTS

When parents have been advised of a bullying situation or an act of violence they are expected to contact the school principal, their designate or the classroom teacher. The contact and follow-up must be documented. Following the investigation, the parent should be contacted and told the situation has been investigated and appropriate action has been taken.

Details are not given to maintain confidentiality.

Possible forms of contact from parents:

Phone call

Letter

E-mail

Completion of a form available on the school's website

5.

**Actions to be taken when a student, teacher or other school staff member or any other person observes an act of bullying or violence.**

A student or staff member must respond to the situation.

If the situation does not threaten the student or staff member's (who is witnessing or has been told of an incident) well-being they must intervene immediately.

The student involved in the bullying and/or violent behavior must be sent directly to the office depending on the severity of the incident. In serious situations, the principal is notified immediately and at the discretion of the staff member involved and 911 must be called.

A student may intervene if the situation does not threaten their well-being or they must choose to go and seek the assistance of the staff member. Encourage our students to do the right thing. Take a stand and lend a hand in any way that makes the child feel comfortable.

Depending on the severity of the incident, the adult involved may investigate the situation and impose a consequence. A follow-up report is sent to the principal or their designate. The student who witnesses an incident must report the incident to the appropriate staff member in the school through predetermined avenues. (refer to #4 of the plan)

6.

**Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence.**

The plan is reviewed a minimum of once per year and all staff are reminded that every incident and the follow-up must be kept confidential

The Anti-Bullying and Anti-Violence Plan is signed by all staff, suggesting their commitment and adherence to the plan.

Reports of bullying and/or violence are kept in a locked filing cabinet or on a designated site on the internet. (Centrally located)

7.

**Supervisory or support measures for any student who is a victim of bullying or violence, for a witness and for the perpetrator.**

**Measures for the VICTIM**

Determine the severity and frequency of the incident(s) through a discussion with the student –the adult who meets with the student is determined by the severity of the incident and who the student is most comfortable talking with.

Follow-up meetings with the student to ensure the bullying or violence has stopped and to provide support to the student (meetings are documented). (Meetings with behavior technician, social worker or teacher they are closest to).

Appropriate school staff is made aware of the incident to ensure the student is safe.

Parents informed immediately following the incident and updated regularly until the situation is resolved.

Referral for counseling requested if appropriate.

**Measures for the WITNESS / BYSTANDER**

Following the incident a discussion is held with the bystanders to determine their role in the incident. If the incident witnessed is severe bystanders are met with (in a group or individually) to debrief the Incident, to discuss their role in the incident and to determine future appropriate responses to incidents.

Consequences applied if appropriate (students actively involved in encouraging the incident). Phone call home when appropriate.

**Measures for the PERPETRATOR**

Depending on the severity of the incident: Dealt with by staff who intervened and incident reported to the office—“No follow-up required”.

Adult who intervenes or adult who is told of an incident makes a report to the office (or the person delegated to receive) with a request for follow-up investigation. Once investigation has been completed and the incident is confirmed to be an incidence of bullying and/or violence the principal or their delegate meets with the perpetrator.

The perpetrator is told of the report, discusses the incident and informed of the consequence

Perpetrator’s parents are called and informed of the incidence and consequences. If appropriate parents are asked to come in for a meeting

Parents are informed of their right to request assistance from the person specifically designated by the school board. (Bill 56 Section 11)

**Please note that in all circumstances the principal is informed of each incident.**

8.

<b>Specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature include:</b>
<b>Disciplinary Sanctions for MINOR Incidents</b>
<input type="checkbox"/> Discussion with the adult who witnesses or is told of the incident. Adult decides no further follow-up required. (report goes to office)
<input type="checkbox"/> Supervision during free time: i.e. must shadow a supervisor at recess and lunch time.
<input type="checkbox"/> Detention— discussion with supervising staff about the incident and how better to deal with similar situations should they occur.
<b>Disciplinary Sanctions for MODERATE Incidents</b>
<input type="checkbox"/> Type of Incident
<input type="checkbox"/> Student immediately sent to the office or designated place. Loss of privileges (lunch hour and recesses)
<input type="checkbox"/> Student immediately sent to the office or designated place. Loss of privileges (lunch hour and recesses)
<input type="checkbox"/> Supervision during free time: i.e. must shadow a supervisor at recess and lunchtime. Gradually earns free time back (5 minutes each day).
<input type="checkbox"/> Participation in Restorative practices (for schools trained)
<b>Disciplinary Sanctions for SEVERE Incidents</b>
<input type="checkbox"/> Type of Incident
<input type="checkbox"/> In-school suspension
<input type="checkbox"/> Out of school suspension with re-entry meeting with parents and students. Plan developed for student and agreed to by all. Appropriate teachers and staff are informed of the plan.
<input type="checkbox"/> Student moved to another school. Expulsion (Council of Commissioners) Police involvement

9.

<p style="text-align: center;"><b>Required follow-up on any report or complaint concerning an act of bullying or violence include:</b></p>
<p><input type="checkbox"/> Individual meeting with victim to determine validity and severity of incident reported –notes taken</p>
<p><input type="checkbox"/> Meeting with bystanders to gain further information –notes taken</p>
<p><input type="checkbox"/> Follow-up phone call to appropriate parents to alert them of the incident and the follow-up provided/to be provided, to gather further information and to gain parental support. In some circumstances, a request for a meeting may be appropriate. In addition, parents are advised of their right to request assistance from the person designated by the school board for that purpose- note taken.</p>
<p><input type="checkbox"/> A summary report of the incident and the follow-up measures taken sent to the Director General of the school board.</p>
<p><input type="checkbox"/> Annual report to Public and Ombudsman.</p>

## **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
- 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) Communicate regularly with their children's school
- d) Ensure the basic needs of their children are being met – making sure that their children are well nourished and well rested when they go to school
- e) Support their children's teachers in their efforts to provide an education for their children.
- f) Please keep in mind that two weeks prior to end of term evaluation are being done in most classes. If you can avoid planning a holiday at that time, please do so as it would be a great benefit to your child. We suggest avoid the following time of the year: end of November, end of February, end of May and the first few weeks in June.

### **Teachers**

It is the duty of a teacher to:

- a) Respect the right of students
- b) Teach diligently the subjects and programs of study prescribed by the Ministry, which are assigned to the teacher by the school board
- c) Implement teaching strategies that foster a positive learning environment aimed at helping students achieve learning outcomes
- d) Encourage students in the pursuit of learning
- e) Monitor the effectiveness of the teaching strategies by analyzing outcomes achieved

- f) Acknowledge and to a reasonable extent, accommodate differences in learning styles
- g) Participate in individual program planning and implement individual program plans, as required, for students with special needs
- h) Review regularly with students their learning expectations and progress
- i) Take all reasonable steps necessary to create and maintain an orderly and safe learning environment
- j) Maintain appropriate order and discipline in the school or room in the teacher's charge and report to the school principal or his/her delegate of any instance when the conduct of a student is persistently defiant or disobedient
- k) Maintain an attitude of concern for the dignity and welfare of each student and encourage in each student an attitude of concern for the dignity and welfare of others and a respect for religion, morality, truth, justice, love of country, humanity, equality, industry, temperance and all other virtues
- l) Attend to the health, comfort and safety of the students.

## **Principal**

The principal is the educational leader of the school and has overall responsibility for the school, including teachers and other personnel. It is the duty of the principal to create, ensure and maintain a safe, orderly, positive, and effective learning environment.

## **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.

## **Attendance, Lateness, Absences**

Attendance in school is compulsory.

If your child is going to be absent, please phone the 24-hour phone line at 692-9342. When your child returns to school, please send a written note explaining why he/she was absent.

Please note the following:

- Gross Absenteeism: The School Board policy on absenteeism will be put into effect when needed and the board may oversee a case where a student is frequently absent.
- Lateness: A written explanation is required when a student comes to school late.
- Please avoid picking up your child between 12:00pm and 1:00pm, as this is our lunch period.
- May and June are designated exam months. Please make every effort to ensure that your child is at school on time.

## **HEAD LICE POLICY**

Head Lice must be treated seriously because of its contagious nature and can easily take on epidemic proportions. In the interest of our children and the staff, Mary Gardner School has adopted a head lice policy to help with the prevention and treatment of head lice. It is important for parents that may discover that their child has head lice, to notify the school immediately.

## **HOW ARE HEAD LICE TREATED?**

- a) Apply shampoo that will kill lice and dry up some of the nits to prevent further infestation.

- b) All lice and nits must be removed with a fine-tooth comb after the shampoo treatment, one lock of hair at a time, combing towards the scalp and then back. You can also remove the nits with your fingernails.
- c) All necessary precautions must be taken to avoid re-infestation. Clothes, towels, bedding items, brushes and combs must be washed in hot water and disinfected. It is also essential to vacuum carpets and furniture.

### **WHAT HAPPENS WHEN A CASE IS FOUND AT SCHOOL?**

- 1) The affected child will be sent home to receive the appropriate treatment.
- c) The child may return to school once the treatment is completed, usually 24 hours after the treatment.
- d) When the child returns to school, he/she may be checked by a school representative to ensure there are no living larvae.

The purpose of this policy is to avoid having children repeatedly exposed to the chemical treatment and to prevent re-infestation. For more information, please contact the local C.L.S.C. or the school administration.

### **Morning Snack Policy**

Healthy snacks at morning recess give students the energy they need between meals to learn, be active and do the things they love. Students are asked to have fresh fruit, fresh vegetables, yogurt or cheese during morning snacks.

## **Nut-Free Policy**

More and more children are diagnosed with severe peanut or nut allergies. Some of these children attend Mary Gardner School. Therefore, to limit the risks of any unfortunate incident of allergic reactions that our students may encounter, the Governing Board passed a motion to declare Mary Gardner a NUT-FREE school. Therefore, we ask for the support of parents and students to read labels carefully and refrain from sending or bringing food in snacks and lunches containing peanuts, nuts or their by-products.

We kindly ask you not to send birthday cakes or other treats to be served in the classroom when it is your child's birthday. We are concerned about various food allergies.

The school has implemented several measures to provide a safe environment for all:

- a) There is a refresher course for all staff members at the beginning of the school year on the emergency protocol and the use of the auto-injector (Epi-Pen).
- b) All students will attend an information session on the topic at the beginning of the year explaining the banned food products and the danger they can cause to those allergic to them.
- c) Lunch boxes will be checked on a regular basis to detect food products that may contain nuts or peanuts. Should peanut or nut products be found in the student lunchboxes, parents will be called and/or reminder letters will be sent home.
- d) Signs carrying the warning will be posted at all entrances to the school.
- e) Reminders and suggestions for nutritious nut-free snacks and lunches will be made in the newsletter.

We realize this policy poses an inconvenience for parents and students when packing lunches. However, we wish to express our sincere appreciation for your support and understanding of this life-threatening allergy.

## **Passport to Good Character**

**A communication tool between home and school**



**This passport to good character is meant to foster a safe and kind learning and working environment for our Mary Gardner School Community.**

**Behaviour log**

<b>Date:</b>		<b>Intervention procedure</b>  ○ Done at school on the spot ○ To be completed in the reflection room during lunch. Restitution _____
<b>Event description</b>		
<b>Parent/tutor signature:</b>	<b>Staff signature:</b>	<b>Follow-up required?</b> _ yes    _ no    _ at home

<b>Date:</b>		<b>Intervention procedure</b>  ○ Done at school on the spot ○ To be completed in the reflection room during lunch. Restitution _____
<b>Event description</b>		
<b>Parent/tutor signature:</b>	<b>Staff signature:</b>	<b>Follow-up required?</b> _ yes    _ no    _ at home

<b>Date:</b>		<b>Intervention procedure</b>  ○ Done at school on the spot ○ To be completed in the reflection room during lunch. Restitution _____
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<b>Parent/tutor signature:</b>	<b>Staff signature:</b>	<b>Follow-up required?</b> _ yes    _ no    _ at home

<b>Date:</b>		<b>Intervention procedure</b>  ○ Done at school on the spot ○ To be completed in the reflection room during lunch. Restitution _____
<b>Event description</b>		
<b>Parent/tutor signature:</b>	<b>Staff signature:</b>	<b>Follow-up required?</b> _ yes    _ no    _ at home

<b>Date:</b>		<b>Intervention procedure</b>  ○ Done at school on the spot ○ To be completed in the reflection room during lunch. <b>Restitution</b> _____
<b>Event description</b>		
<b>Parent/tutor signature:</b>	<b>Staff signature:</b>	<b>Follow-up required?</b> _ yes    _ no    _ at home