

Vision and Mission Statement

“The King’s School (TKS) is a charitable incorporation governed by the TKS Board of Directors. The King’s School was originally birthed as a ministry of Gateway Church. The King’s School Board and Administration continue to value the unique spiritual partnership with Gateway Church. The Elders and congregation of Gateway Church continue to carry The King’s School in their hearts & prayers and are available to support The King’s School in whatever manner The Directors and Administration of the School request as the School seeks to accomplish the vision...spreading a passion for the glory of God through Jesus Christ to every generation and every nation.”

“Furthermore, The King’s School seeks to partner with Gateway Church by carrying out its own unique mission to inspire and equip students in a Christ-centred learning environment to live to their fullest potential, academically, spiritually, relationally, vocationally, physically and in personal character.”

The King’s School values these qualities as integral to our school environment:

Biblical world view, Global perspective, Dynamic education, Godly character, experienced staff, involved parents, wisdom for life, prayer and the Holy Spirit, and future focus.

The purpose of the Code of Conduct is to promote a healthy school culture where high levels of achievement occur within a positive school environment.

Roles and Responsibilities

The King’s School believes that staff, students, parents/guardians, and the church communities share the responsibility for a safe, caring and respectful environment. The King’s School also acknowledges the *Provincial Code of Conduct, Appropriate Interventions and Disciplinary Consequences*.

Staff are expected to...

- a. Provide relevant learning experiences based on Students’ diverse needs.
- b. Be respectful of the students.
- c. Create a positive atmosphere in the classrooms.
- d. Communicate information about student progress, attendance and behavior to students, parents/guardians and administration.
- e. Prepare and present Incident Reports for the administration as required by school policies.
- f. Respect and demonstrate consideration for other cultures.
- g. Respect confidential information about students and staff.
- h. Support and implement such measures as are necessary to maintain a safe, caring and respectful environment in the school

Students are expected to...

- a. Be polite, respectful and cooperative to everyone in the school community.
- b. Honour all adults.
- c. Respect the Christian beliefs of the school.
- d. Develop self-discipline.
- e. Develop good work habits and study skills.
- f. Attend classes regularly and punctually.
- g. Resolve interpersonal conflicts and difficulties through discussions or by seeking assistance from school personnel.
- h. Respect school property and the personal property of others.
- i. Wear the appropriate school uniform.
- j. Participate in school assemblies and respect the programs and activities offered during this time.

Email and internet use

Staff and students must adhere to school policies respecting appropriate use of electronic mail and the internet including the prohibition of material that the school has determined to be objectionable.

Parents/Guardians are expected to...

- a. Instill in their child:
 - The desire to work to the best of his/her ability.
 - An understanding of the importance of education.
 - A recognition and respect of the authority of the school staff to provide a safe, respectful and caring environment.
 - Respect for other students.
 - Respect for property and resources.
 - Respect for the Christian beliefs of the school.
- b. Support the School in its disciplinary policy.
- c. Communicate with the school about the progress of their child including making every effort to attend parent/teacher conferences.
- d. Seek to foster the sense of community in the school by looking for opportunities to get involved in the life of The King's School.
- e. Ensure attendance and contact the school when their child is absent.
- f. Encourage peaceful conflict resolution and discourage the use of disrespect or violence to solve a problem.
- g. Speak politely when discussing concern with a member of staff. If they are not satisfied that the issue has been resolved, they should be directed to the Vice Principal, and if necessary the Principal. If the issue remains unresolved, the parent may appeal to the School Board.

Gateway Church is expected to...

- a. Pray for The King's School that it would be a caring and safe learning environment.
- b. Influence the students and staff towards Christ-like character.
- c. Support the staff of The King's School as necessary to provide a healthy working environment for staff and students.
- d. Provide assistance, through Gateway's Eldership, in matters of the interpretation of Christian theology, faith and practice.

Proactive intervention strategies

- a. The King's School will participate in creating a positive, caring school culture.
- b. School plans will reflect outcomes related to positive school culture.
- c. The King's School will teach the students how to behave appropriately.
- d. The King's School will develop a sense of community with parents, staff, students and the wider church and local communities.
- e. The King's School will offer opportunities for relevant training and instruction to staff and parents.
- f. The King's School will ensure there is active supervision.
- g. The King's School will implement validated prevention and intervention programs.

Reactive intervention strategies

The King's School believes that sensitive and appropriate consequences are necessary to ensure students learn from their mistakes and are able to adjust their behavior accordingly.

The King's School will apply a wide range of consequences for behavior that interferes with safety, learning and work. Consequences will vary depending on the nature and severity of the incident, the student involved and the frequency of behavior. The following is a list of possible consequences:

Informal interview – School personnel talk with the student regarding the student's behavior. The parent/guardian will be contacted as required.

Parental involvement – Contact is made with the parent/guardian to discuss the specific behavior of the student and steps that are necessary to change behavior. The nature of the contact could vary from a telephone conversation to a formal conference at the school with parent/guardian, student and school personnel.

Formal interview – A conference is held with the student, the school team and the parent/guardian to develop a plan for changing the student behavior

Detention – The student is detained in class or in school for inappropriate behavior. Parents/guardians will be notified by the staff personnel responsible for the detention.

Withdrawal from classroom setting – When inappropriate behavior is deemed to have a negative impact on the classroom environment the student is temporarily removed to an alternative supervised location to complete his/her assignments.

Removal of privileges – Privileges are removed under certain circumstances. These can include access to the playground, gym, library, computers, or participation in extra-curricular activities.

Restitution – The student and/or parents/guardian are required to compensate for damages caused by the student

Behavioural/Performance contract – In some instances, the student may be required to meet specific behavioural outcomes that are identified in a written contract. Such expectations are agreed upon by the school, the parent/guardian and the student. Such an agreement is documented and copies provided to and signed by all parties.

Child Guidance Clinic involvement – Child Guidance Clinic may become involved to assist in developing appropriate proactive and reactive approaches for unacceptable behavior. Such involvement may include placement in an alternate or treatment centre if deemed appropriate.

Pastoral involvement – Where appropriate Pastors or other church personnel may be involved in working with the families of students to resolve issues.

Outside agency involvement – In some circumstances, the student's behavior may involve the violation of law (eg: drugs, theft or assault) and police involvement will be required; parents/guardians will be informed immediately of any such action. Other circumstances may involve referral to Child and Family Service workers. In all circumstances, the safety of the student and others will be a key factor for determining such action.

In-school suspension – School administrators may assign a student to an in-school suspension. Teachers will provide students with appropriate work during the in-school suspension. Parents/guardians will be contacted when such action is taken.

Suspension – Suspension is the temporary stopping of a student's right to attend The King's School. When a student's conduct is deemed injurious to the welfare of the school or injurious to the school's educational purpose, suspension is sometimes necessary. Suspensions are applied when other disciplinary measures have been found ineffective or when the student's behavior disrupts the learning of others, endangers fellow students, teachers or any school personnel, or when such behavior damages property. Bullying behavior is not tolerated and if it persists it will result in suspension from the school. Re-entry into the school will include an interview between the parents, the student and administration.

Expulsion – Expulsions are applied when a student's behavior has been a serious danger to other students, teachers, school personnel or school property, or when the behavior has been shown to be habitual and unchanging. Expulsion is a function of The King's School Board of Directors.

Threat assessment – The purpose of the threat assessment is to use the best knowledge, skill and experience available to assess high-risk threatening behavior so that appropriate interventions can be identified to protect individuals from harm and to ensure a climate of safety in schools and the community.

In the event that such a situation arises, the resulting investigation will be extensive in scope and may include the involvement of agencies such as the Child Guidance Clinic, the police and others. Any situation or individual posing high risk to others will be treated seriously and assessed accordingly.

When a high-risk threat to self-harm or to harm others occurs, it is essential to assess safety, to put in place the required interventions to ensure safety, to analyze appropriate next steps and to determine appropriate consequences. No student who has posed a threat of harm to him/herself or to others will be permitted to attend school until safety is secured.

This policy serves as fair notice that incidents of threat to self-harm or to harm others will be actively investigated. In the event that the parent/guardian is unavailable, the serious nature of such incidents may require immediate investigation. If this occurs, continued efforts will be made to contact the parent/guardian.

Process of appealing disciplinary decisions – Parents, students and staff may use the following process to appeal disciplinary decisions:

- a. Appeal to the classroom teacher, if they were directly responsible for the disciplinary decision.
- b. Appeal to the administration if they were directly responsible for the disciplinary decision or if the appeal to the classroom teacher was not satisfactorily resolved.
- c. Appeal may be made to The King's School Board of Directors if previous appeals are not satisfactorily resolved.

The King's School Code of Conduct is consistent with the Safe School's Charter of Manitoba. The Safe School's Charter (Province of Manitoba, S.M. 2004, c. 24) sets forth several guidelines that apply to students and staff regarding behavior. Behaviors that will not be tolerated in schools and that will be dealt with immediately include but are not limited to the following:

- a. Bullying, including cyber-bullying and/or abusing physically, sexually, or psychologically, orally, in writing, or otherwise.
- b. Discriminating unreasonably on the basis of characteristics set out in subsection 9(2) of The Human Rights Code.
- c. Using, possessing or being under the influence of alcohol or illicit drugs at school.
- d. Gang involvement on school sites.
- e. Possessing a weapon as defined in Section 2 of the Criminal Code of Canada.

The Safe Schools Charter can be viewed at <http://www.web2.gov.mb.ca/laws/statutes/2004/c02404e.php>

Effective January 2015

Please detach and sign the last page of this document and return to The King's School Office.

I have read The King's School's "Code of Conduct policy" and understand its terms and conditions. I agree to abide by these terms and conditions and support The King's School staff as it seeks to carry them out.

Student Names	Grade	Student Signatures
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Parent Name

Signature

Date

Parent Name

Signature

Date