

Harwood Elementary

'Cranking Up the Heat'



Code of Conduct

Statement of Purpose:

Our mission is to provide a caring, safe and supportive environment for students to develop a lifelong love of learning and to prepare them to become responsible citizens in a changing world.

In order to ensure our school community is committed to our mission, Harwood has a school wide belief system, code of conduct, problem solving model, and dress code to promote positive behaviour. Our school wide belief system focuses on frequently teaching, reviewing, and reinforcing our expectations with all of our students.

Conduct Expectations:

It is expected that our Code of Conduct is followed while at school, at a school-related activity, or in other circumstances where engaging in the activity will have impact on the school environment.

Our guidelines for all conduct within the Harwood Learning Community are:

1. Respect Oneself
2. Respect Others
3. Respect the Environment

Consequences:

At Harwood School, the frequency of unacceptable conduct, as well as the age and maturity of students, is considered when determining appropriate disciplinary action. We use a progressive discipline model when dealing with more serious breaches of our Code of Conduct (theft, fighting, vandalism, drugs, weapons, insubordination, and discrimination). We use restitution and restorative methods to guide students to make responsible choices. Students, as often as possible, are encouraged in the development of meaningful consequences. Parents/Caregivers are notified of inappropriate behaviours with a phone call home and by the signing of a completed Time in For Success Form.

Code of Conduct

Harwood Elementary is a school that embraces a safe, respectful and welcoming learning environment for all students, staff and parents.

I have the **right**: to choose how I behave, to choose how I learn, to my privacy, to my personal space and to be safe. It is my **responsibility**: to accept consequences of my actions, to listen to instructions, work quietly at my desk, or in a group, to raise my hand if I have a question or concern, to respect personal property of others and accept their right to privacy. I must in no way use physical aggression, verbal aggression, social alienation and/or intimidation. It is **expected** that I immediately report any inappropriate behaviour.

Developmental and age appropriate progressive discipline is the model used at Harwood. We implement restitution as the method that guides us to make responsible choices. Parents/caregivers are notified of inappropriate behaviours with a phone call home and asked to sign a completed mediated reflection form by their child. A safety planning meeting will occur with school and district staff if behaviours such as bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours while at school, at a school related activity or in other circumstances where engaging in the activity will have an impact on the school environment.

All pro-active measures are within the values expressed in the BC Human Rights Code; respecting the right of all individuals in accordance with the law - prohibiting discrimination based on race, colour, ancestry, age, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, age, discrimination in accommodation, service and facility in the school environment. Special considerations may apply to students with special needs.

It is important to note that school officials may have the responsibility to advise other parties of serious breaches of the code of conduct 'parents, school district officials, police and/or other agencies. Written notice to community members to state that ALL members of the learning community have a duty to report serious violent or threat making behavior. In the event of serious violence or threat making behaviours, Violent Threat Assessment (VTRA) protocol will be followed.

Promoting a safe and healthy learning environment

Harwood Elementary Community

Discipline Procedures

The staff at Harwood Elementary are a Healthy Encouraging, Academic Team. We take a pro-active approach when dealing with discipline. Students are taught and given the opportunity to practice appropriate behaviour with the guidance of our belief system. As a school we celebrate our successes on a regular basis in various ways. An effective way is a sincere verbal comment.

If behavioural situations arise during the course of the year, the following procedures may take place: Minor offenses are handled either on the spot in the class, halls and other general areas of the school or by the office. Staff managed behaviour situations will include consequences such as conferences, 'Time in for Success' forms, communication with home through the student agenda and telephone calls. Office managed behaviour situations will include; investigations, 'Time in for Success' forms which include some agreed upon form of restitution, and communications with home through telephone calls.

The progressive discipline cycle is used for the following major offences or continuous disruptive behaviour.

- Throwing objects such as rocks or snowballs
- Profanity or abusive language
- Extortion/Threats of violence or Inflicting bodily harm
- Insubordination or insolence
- Fighting
- Inciting hatred
- Drugs or alcohol
- Theft
- Vandalism
- Weapons
- Setting up someone to take the blame
- Malicious rumor spreading
- Public Humiliation
- Discrimination/Racist/Sexist Alienation
- Coercion/Daring another to do dangerous acts
- Truancy or repeated tardiness

Depending on the seriousness of the situation, the following plan is implemented:

1st incident Warning and a logical and natural consequence (parents are not notified unless deemed necessary depending on the seriousness of the offense).

2nd incident **Classroom initiated Mediated 'Reflection' Form.** (Minimum of 3 in one week of a similar

Or inappropriate behaviour. A pattern is developing)

2nd incident **Non-Instructional time initiated Mediated 'Reflection' Form.** (Office Referral with a minimum of 3 in one week of a similar inappropriate behaviour. A pattern is developing)

3rd incident **Office Initiated Mediated 'Reflection' Form.** (Privileges are revoked)

4th incident **In-School Suspension.** Parents will be notified. School and home will work together with the student. District staff may be involve in a plan.

An Individual Educational 'Behaviour' Plan (I.E.P.) 'may' be put into place. Student Support will be informed. Any form of suspension will be followed by a formal letter to parents, teacher, and school district.

Or **A Behaviour Educational Plan (I.E.P.) 'will be encouraged' or put into place.**

Student Support will be informed. Any form of suspension will be followed by a formal letter to parents, teacher, and school district.

5th incident **Out of School Suspension.** Conference will take place with the parents and a plan will be put in place to help reduce the risk of any future incidents. District staff will be involved in a plan.

An Individual Behaviour Plan (I.B.P.) 'will' be put into place. Student Support will be informed. Any form of suspension will be followed by a formal letter to parents, teacher, and school district.