

HASTINGS ELEMENTARY COMMUNITY SCHOOL
CODE OF CONDUCT
(updated May 2017)

Our school is a safe, healthy and productive place in which to learn.

AT HASTINGS:

TAKE CARE OF YOURSELF

TAKE CARE OF OTHERS

TAKE CARE OF THIS PLACE

Statement of Purpose

This code is to provide our school community with a baseline for a safe, caring, and orderly school. These expectations apply to behaviour at school, during school-organized or sponsored activities, and behaviour beyond these times (including on-line behaviour) that negatively impacts the safe, caring, or orderly environment of the school and/or student learning.

TAKE CARE OF YOURSELF	TAKE CARE OF OTHERS	TAKE CARE OF THIS PLACE
<ul style="list-style-type: none"> • Use assertive, respectful language when you don't like the way you are being treated • Do your best to learn at school • Walk at all times when entering or inside the school building • Leave dangerous items at home • Arrive at school and at the classroom ready to participate 	<ul style="list-style-type: none"> • Keep hands and feet to yourself • Treat others in the same way you would like to be treated • Use positive manners and language • Include others in your games • Respect adults at school • Respect the right of other students to learn 	<ul style="list-style-type: none"> • Ask permission before touching the property of others • Be proud of the school and the grounds, taking care to keep them clean and free of litter • Recycle carefully • Treat all school materials and equipment with care • Return library materials on time • Take care of public and private property while on field trips

Conduct Expectations

1) Acceptable conduct will:

- reflect the slogan “Take Care of Yourself, Take Care of Others, Take Care of this Place”
- be directly taught as part of the healthy relationships strand of the Health and Career Education curriculum
- be directly taught through the criteria from two strands of the Performance Standards for Social Responsibility: *Solving Problems in Peaceful Ways and Contributing to the Classroom and School Community*
- be supported through the teaching of the *Second Step* programme
- include knowing how to inform peers and adults of incidents of unacceptable behaviours

2) Unacceptable Conduct :

Hastings students are expected to adhere to our Code of Conduct of “**Take care of yourself; Take care of others; Take care of this place**” in all situations at school, online with school mates, on field trips, during overnight school trips, and at sports meets while representing our school. Any behaviour not adhering to the Code of Conduct will be considered unacceptable.

Examples of not taking care of yourself include, but are not limited to:

- playing dangerous games or with dangerous items (ex: glass, knives, pointy sticks, etc.)
- bring items that are or could be used as weapons, theft, damage to property, illegal or restricted substances
- sliding, climbing or jumping dangerously
- going out of school grounds unsupervised
- cheating on my school work

Examples of not taking care of others include, but are not limited to:

- hurtful words or rude body language
- excluding others in play purposefully
- pushing, kicking, hitting or any other physical play resulting in harm
- lack of cooperation with school staff, including visiting staff and parents
- behaviour that interferes with the learning of others and the ability of the adult to maintain an orderly environment
- making someone feel unsafe and uncomfortable (physical and verbal attacks, electronic communication, bullying, intimidation, retribution against one who has reported a concern)

Examples of not taking care of this place include, but are not limited to:

- polluting, littering, purposely not picking up after yourself
- graffiti, destroying school or grounds property
- behaviour that results in breaking school supplies, books, school furniture, school technology
- destroying playground equipment

The school will treat seriously behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sexual orientation or gender identity (prohibited grounds set out in the BC Human Rights Code).

Solving Problems

Hastings School strives for consistency and fairness with consequences for unacceptable behaviour as staff endeavours to teach students to make positive decisions and resolve conflicts in peaceful ways.

Staff and students at Hastings take a problem-solving approach with behaviour issues. Students are encouraged and supported to solve problems in responsible and respectful ways. Staff persons are committed to being *hard on the problem* and *gentle on the person*. The staff will work with all those involved in the problem to ensure understanding, empathy, and appropriate solutions are in place and enacted. Parents and guardians are encouraged to participate in problem solving with their children and to communicate with the Hastings staff regarding ongoing concerns.

Special consideration may apply to students with special needs if they are unable to comply with our code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

Consequences for student misbehaviour are determined on an individual basis. Restorative rather than punitive consequences will be assigned whenever possible. In the process of restorative justice, students:

1. Take responsibility for what they do
2. Make restitution to the individuals involved
3. Engage in reconciliation efforts and reparation of damaged relationships

Restorative circles and groups offer opportunities for students to share their feelings, build relationships and problem solve. When there is wrongdoing, students are given the opportunity to play an active role in addressing the wrong and making things right. Each situation is treated individually and preserves the safety and dignity of all.

Supervision Aides are responsible for students at recess and lunch and have the authority to make decisions regarding problems. The teacher and / or administrator will be notified if concerns are frequent or serious.

Consequences, Notification and Rising Expectations

Stage 1

When a behaviour concern is first reported to an adult, that person will work within Stage 1

- a **verbal warning** and **problem-solving discussion** with an adult which reviews the code of conduct and the expected and taught behaviour expectations of the school
- the child **identifies the problem** and **best solution** for approaching this situation in the future
- **situations for apology and discussion to repair relationships** are facilitated
- **determine if a restriction is necessary**, for example having a particular area or activity temporarily restricted, or another logical consequence for the behaviour

Stage 2

In addition to the above, office referrals involving intentional verbal or physical insult or injury require Stage 2 responses. When a behaviour concern is reported for the second time, the child is referred to the office for a Stage 2 response. After future referrals to the office, parents are contacted.

- **calling parents** to report the consequence and to request home follow up and support, especially when self-correction of misbehaviour is not evident and/or a child is seen again for a similar situation
- determining a recess/lunch **restriction, or in school suspension. Meeting with the parents and child, or telephoning the parents to devise a plan and to follow up on progress**, possibly involving SBT or the counsellor

Stage 3

In the event of compromised school safety, a third stage is involved:

- **informing area superintendent and/or police and other agencies** of serious breaches of conduct
- **involving the counsellor or other school personnel** to assist the child and family
- **informing staff and school community** as appropriate

Suspensions

In accordance with the School Act, Sec. 85(2)(ii) and (d), the Board authorizes the Principal or designate of any school in the district to suspend a student from attendance at school for up to five days.

Suspensions may be for the following reasons:

- a. because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board.
- b. because the behaviour of the student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school.
- c. because the student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the appropriate Director of Instruction as per District Policy (<http://www.vsb.bc.ca/district-policy/jgd-r-district-student-code-conduct-regulation>)

How Parents and Guardians Can Help

1. Review and discuss the School Code of Conduct with your child
2. Support the Hastings Code of Conduct throughout the year
3. Contact your child's teacher if you have any concerns or questions
4. Supervise online communication at home