



HARWIN ELEMENTARY'S CODE OF STUDENT CONDUCT has been developed to integrate the District Code of Conduct (District Policy #5131) in a manner that reflects the Harwin school community.

The purpose of the code of conduct is to establish and maintain a safe, caring, respectful and orderly environment at Harwin elementary so that purposeful learning may occur. This code is designed to convey expectations for appropriate conduct while at school, while going to and from school, and at any school function.

ACCEPTABLE CONDUCT

At Harwin Elementary School, our community of staff, students and parents shall conduct themselves in a manner that brings credit to the school. Our Harwin school community will treat one another, the school and personal property with respect and care.

Harwin School students will demonstrate the qualities of a ROCKS – star

- R** *Respectful - We respect other people, our school and ourselves*
- O** *Ownership - We show ownership for ourselves and our school*
- C** *Cooperative - We meet the expectations of our school*
- K** *Kind - We care about others and know that each of us is different*
- S** *Safe - We are careful in work and play*

The positive behaviours cited below are examples only and not an all-inclusive list.

For example:

- Demonstrate sound work habits by completing assignments neatly and thoroughly
- Act in a responsible manner that brings credit to the school and the individual
- Demonstrate leadership and provide service to the school
- Take pride in self, others, and in our school
- Share and include others
- Show understanding of others' feelings
- Demonstrate respect and care for self and others
- Demonstrate good sportsmanship
- Solve problems fairly and safely using the **WITS** problem solving model
- Communicate honestly and courteously to other students and adults
- Use respectful communication (e.g. no swearing or rude gestures)
- Demonstrate respect and care for the environment by maintaining a clean building and grounds



UNACCEPTABLE CONDUCT

At Harwin Elementary School, students will not engage in unacceptable conduct. The behaviours cited below are examples only and not an all-inclusive list.

For example:

- Behaviours that
 - Interfere with the learning of others
 - Interfere with an orderly school environment
 - Create unsafe conditions (e.g. rough play, snowballing, “King of the Hill”, climbing on goalposts, tackle sports, etc.)
- Acts of
 - Bullying (including “cyber-bullying” on the Internet), intimidation, harassment (physical, sexual, racial), or threats
 - Physical violence (e.g. fighting, “playfighting”, or promoting a fight)
 - Retaliation against a person who has reported incidents
 - Non-compliance/defiance of authority
 - Repeated misbehaviour/Illegal acts, such as:
 - Possession, use or distribution of illegal or restricted substances (e.g. cigarettes/drugs/alcohol)
 - Possession or use of weapons or objects intended to be used as weapons
 - Theft or damage to property
 - Possession or use of
 - Matches, lighters, fireworks, or explosives
 - Toxic noxious substances (e.g. “stink bombs”, itching powder)
 - Laser pointers
 - Knives or any sharp objects which may be used as a weapon

RISING EXPECTATIONS

Harwin School encourages the development of responsibility and self-discipline in students that will result in personal rewards of self-reliance, dignity, and a sense of self-worth. Expectations increase as students age and mature.

CONSEQUENCES

Consequences are tied to the severity and frequency of inappropriate behaviours as well as the age and maturity of the students. Disciplinary action is preventative and restorative, consistent and fair. Students, where appropriate, will participate in the development of meaningful consequences for violations of the Code Of Conduct.

Consequences for minor infractions may consist of the following:

Warning, Loss of privileges, Problem solving discussion, Recess/lunch restriction, Think paper or “fix it” assignment, Restitution (“make it right”), Time Out with specific tasks

Consequences for major infractions may consist of the following:

Any or all of the above, Counselling, Behaviour Contracts, School Based Team (SBT)Referral, District contact and community agencies, Informal suspension (In-School), Formal suspension (At-Home), Referral to the *SD#57 School Conduct Review Committee (SCRC)* governed by Policy #5131.2

NOTIFICATION

- Behaviour Incident Report and Parental Contact
 - Minor incidents are recorded on a *Behaviour Incident (BI) Report* with a possible call home
 - Major incidents, including repeated minors, are recorded on a *Behaviour Incident Report*. Parents will be notified with a phone call from the school.
- Serious breaches of the Code Of Conduct will result in procedural notification, including, but not limited to:
 - Parents/guardians of offenders and student victims
 - School District officials (SCRC)
 - The RCMP and/or the Ministry of Family and Children Services as required by law
 - The Harwin community when deemed to be important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it.

Harwin Code of Conduct will be published on the school website, www.harw.sd57.bc.ca and will be made available to parents, students, and staff via the Student Handbook, and Staff Handbook.

HOW DO I SOLVE A PROBLEM WITH THE SCHOOL? As we encourage our students daily, TALK IT OUT! There is a formal process for problem solving in the school system. Always give each step in the process a chance before you proceed to the next step.

Step 1 – Talk to the Teacher or staff member

The vast majority of problems can be resolved by talking to the person whose decision or action has given rise to the problem. Please make an appointment as soon as possible to discuss the concern with the staff member involved.

Step 2 – Contact the Principal/Vice Principal

If the decision is not resolved in Step 1, make an appointment to talk with the principal or vice-principal. The person with whom you are disagreeing may also be present at this meeting. All concerns will be addressed according to process and procedure.

Step 3 – Assistant Superintendent

If the concern still exists, ask the principal for the name of the Assistant Superintendent for Heritage School. The principal will advise you on how to proceed.

Step 4 – Superintendent

Make an appointment with the Superintendent of Schools to discuss your concern and let him/her know what steps you have taken to date.