

Hazeltrove Elementary • Code Of Conduct

School Rules & Expectations

At Hazeltrove we believe that discipline is an integral part of teaching and learning and should help students to develop self-discipline and respect for themselves and others. Children make mistakes. The goal of our Code of Conduct is to enable children to learn from their mistakes. In light of this goal we have kept our school rules simple and positive, they are Safety, Teamwork, Organization, Respect, and Manners (*STORM*).

Our school rules are expanded into statements of expectations for student behaviour and conduct in different areas of the school. Expectations serve to illustrate specific behaviours that are expected from our students based on our school rules.

Examples Of Appropriate Behaviour:

At Hazeltrove we strive to have students model appropriate behaviour. Below are some examples of the behaviour expected from our students in relation to our school rules.

- Holding the door open for others.
- Taking turns on the playground equipment; playing a game together; helping others.
- Staying 'in bounds'; walking inside; keeping hands/feet to self.
- Taking off hat when inside.
- Helping others.

Appropriate behaviour is recognized and reinforced verbally by staff.

Steps To Discipline Followed By All Staff At Hazeltrove Elementary School.

Student behavior expectations are clarified through teaching and discussion in class, and are posted in all rooms. Rules are applied consistently throughout the school day.

Inappropriate Behaviour:

Inappropriate behaviour can consist of, but is not limited to the following:

- Littering
- Out of bounds
- Disrupting class
- Pushing
- Running Inside

Consequences For Inappropriate Behaviour:

Consequences for not following school rules and related expectations may include classroom consequences, written assignments, service to school tasks, detentions, and sometimes in school suspension. During instructional time the classroom teacher will administer all consequences, with the exception of in school suspensions.

During the recess and lunch recess breaks supervisors should deal with inappropriate behaviour immediately with a logical consequence (garbage duty for littering, time out for pushing or uncooperative play).

Staff will employ the sequence of interventions when dealing with the inappropriate behaviour of students.

1. The teacher initiates a conference(s) with the student regarding inappropriate behaviour, and applies classroom consequences.
2. The teacher and student develop a plan for improvement, which is recorded.
3. The teacher contacts parent/guardian if the student is unable to follow the plan consistently.
4. The teacher and parent/guardian formally meet to discuss the concern regarding the student's behaviour, and develop a revised plan for improvement which may include is recorded.
5. The student is referred to the Principal, Vice-Principal, or Counselor for behavioural assistance as required. The plan for improvement may be revised at this time if any additional school resources are recommended to support the student.
6. The student may be referred for further counseling and behavioural services, with removal from the classroom for a period of time. Parent/Guardian involvement is required. The student may be referred to District support staff for additional support.

Students are expected to follow the school's Code Of Conduct to and from school, at school, and at all extra curricular school events.

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Unacceptable Behaviour:

Unacceptable behaviour can consist of, but is not limited to the following:

- Fighting
- Bullying
- Stealing
- Swearing
- Defiance of authority
- Insolence or rudeness

Consequences For Unacceptable Behaviour:

Unacceptable behaviour may result in an in-school or out-of-school suspension of the student. Before the student returns to class one or more of the following steps may be initiated:

1. The student meets with the Principal or Vice-Principal and classroom teacher to discuss the incident and develop a plan to ensure the behaviour does not occur in the future.
2. The Principal or Vice-Principal meets with the parent/guardian and the student to discuss the incident and develop a plan to ensure the behaviour does not occur in the future.
3. The student may be referred for further counseling and behavioural services, with removal from the classroom for a period of time. Parent/Guardian involvement is required. The student may be referred to District support staff for additional support.

Children Learn What They Live

If a child lives with criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with shame,
He learns to feel guilty.

If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.

If a child lives with approval,
He learns to like himself.

If a child lives with acceptance and friendship,
He learns to find love in the world.

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