HUME SCHOOL CODE OF CONDUCT

# **School Mission Statement**

At Hume School we promote a safe, caring and productive learning atmosphere.  We encourage the development of self-esteem and an attitude of respect towards each other, our environment and ourselves, while in the pursuit of academic excellence.

**School Vision (Motto)**

Hume’s BEST: B = Belonging, E = Effort, S = Success, T = Teamwork

### **Acceptable & Unacceptable Behaviour:**

# “Care for Self, Care for Others, Care for the Environment”

At Hume School we believe that all stakeholders have the right to learn in a safe, caring, and orderly environment. The purpose of this code is to give the context for a safe, caring, and purposeful learning environment. Students, adults, and guests at Hume School are expected to behave in ways that enhance the classroom community and refrain from activities that detract from the community.

The code of conduct applies to behavior on school premises, on the school bus, and during activities that are off school premises that are organized or sponsored by the school. It also applies to behavior beyond these times when it affects the safe, caring or orderly environment of the school. Such expectations can be set regarding website postings, “blogs”, text messages by or about students or staff using electronic devices and other means that negatively affect other members of the school community and student learning.

## **Inclusion**

Hume School, in philosophy and in action, values inclusion. Classroom activities and procedures support the belief that all child’s contributions are of equal value.

#### **Acceptable Behaviour**

Members of the Hume school community (students, staff, parents, and visitors) are expected to honor the mission statement and adhere to the expectations. At Hume we care for ourselves, each other, and our environment. We try our best to:

* Speak and behave in a positive and considerate manner toward all others.
* Take time to listen to one another.
* Make an extra effort to understand and help others.
* Show care for the school’s property and the property of others.
* Take pride in our own work and achievement, consistently trying to do our best.
* Contribute to the working atmosphere by arriving on time and being prepared to learn.
* Show care for community property while going to and from school.
* Build respect, care and understanding for the Earth.

**Summary of Expectations for Students**

At Hume School students are expected to contribute positively to the Hume School community. The culture that surrounds them at school is one of courtesy, curiosity, kindness, and respect. The Hume community recognizes the impact that each person has on this whole; therefore, students are expected to behave in ways that enhance the classroom community and refrain from activities that detract from community. The following measures prevent the escalation of behaviors that may damage relationships within the school community.

Students are expected to practice stewardship. They will be mindful of their physical environment and take care to use resources without waste and to keep their classroom and play areas tidy.

Students are expected to speak respectfully and honor individual differences. They are asked to come to school ready to learn and be involved with each other in supportive and inclusive ways. They are expected to heed the adults charged with their care as well as be mindful to include all children. Students are also asked to always keep in mind that they are in a multi-age environment. Communication, even in free time, must be appropriate for all ages.

We believe in the power of play for building interpersonal relations and helping children grow in a myriad of ways. Children are encouraged to engage in peaceful, creative, and inclusive play. We emphasize inclusion and emotional safety; therefore, violent themes are not allowed. This extends to Halloween costumes and literature brought to school. Wrestling and “play” fighting are not allowed as the spirit of such play may foster real anger or injuries.

Any dangerous play objects that could be construed as weapons, must never come to school. This includes pocketknives. On occasion, with permission of the classroom teacher, a child may bring a ceremonial or symbolic weapon for use in a costume or a play. Tools such as carving instruments could be used in a curricular setting.

The Hume School community strives to provide a learning environment unique from the media- driven culture that surrounds our lives. Time at school is for social interactions. The presence of electronic devices or commercial collectibles often detracts from the kind of play and social interaction that we promote at school. Therefore, we ask that, electronic games, electronic devices, cell phones, trading cards, etc. stay at home unless deemed appropriate by school staff.

The Hume School community encourages the use of a variety of strategies taught and modeled in the classroom and on the playground such as peer-to-peer communication, group problem solving and communication with staff members. School staff will keep families apprised of these strategies and encourage the use of them in the home to support children in using these tools in their everyday lives.

**Responding to Challenging Behaviour**

When responding to behavior that does not meet Hume School’s Code of Conduct, Hume School staff is committed to consequences that uphold connections and sense of belonging. Most situations are handled within the classroom communities using strategies consistent with the principles of Restorative Justice, Restitution, Compassionate Communication and Attachment Theory.

For situations that are unable to be resolved at the classroom level, or by our noon hour supervisors, teachers invite parents to help resolve the situation in the interest of their child. The Principal is informed and invited into the process as needed.

## **Unacceptable Conduct**

Unacceptable conduct refers to behaviour that is destructive to self or others or the school community.

## **Notification**

Where there are serious breaches of the Hume School Code of Conduct, school staff have a responsibility to inform the parents of children involved. Administration may also have a responsibility to notify school district officials, police and other agencies. Parents are also encouraged to communicate with school staff about conduct related concerns and events in the home that may affect their child’s behaviour.

**Retaliation Prevention**

Students reporting a breach of the code of conduct are assured that problem solving strategies will be used to repair relationships to avoid any retaliatory action.

Retaliation will not occur should a child or a parent choose to share with a staff member a concern that there has been a breach of the code of conduct. We value clear and honest communication.

School Discipline Plan

**Introduction**

The staff at Hume School believes that natural consequences should follow actions that have a negative impact on our school community. The staff has developed the following procedure to deal with behavioral concerns.

All members of the school community are expected to comply with the purpose and spirit of the BC Human Rights Code, including not engaging in discriminatory conduct on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age.

Every effort will be made to support individuals and to determine the root causes of behavior. If the safety or educational program of others is compromised, or if there is an ongoing failure to meet the expectations of the Code of Conduct, a range of consequences will follow. Whenever possible, incidents will be resolved by discussion, mediation and restitution.

**Minor Issues**

* Discussion with an adult to review appropriate behavior if necessary. The adult will work with students to try to resolve the situation, helping the student(s) take responsibility for his/her/their role in the conflict, eventually coming to a restorative based solution.
* Time out or in for reflection if necessary.

**Examples:** *habitual interference with teaching or learning. Unsafe play or behavior.*

**Repeated Issues**

Infraction recorded by Principal

* Staff and Parents Informed
* Have student(s) make restoration for their behavior – consequence/solutions
* Loss of privileges (eg. Time spent off of playground/in school suspension)

**Examples:** *Defiance of authority of school staff and volunteers.*

**Serious Issues**

Incident is investigated by the Principal and notes are kept

* Parents are informed and included in the planning process (meeting)
* Repeated issues that continue to be unresolved.
* Depending on the history of behavior, responses to the behavior may be developed with the student(s).
* Student may be removed from the class/playground until the teacher/principal see that the student is able and willing to make a change in the behavior
* Students may be placed on an in or out of school suspension.
* **Examples**
  + *Vandalism or theft*
  + *Bullying, cyberbullying, harassment or intimidation including:  threats, verbal abuse, name calling, acts of revenge and violent behavior*

**Severe Issues**

The final step in dealing with severe behavior – is that the student will be suspended (indefinite suspension) (refer to policy here) until the School Board has a chance to meet and make a decision about the student’s future.  Parents would be contacted and part of the process.

* **Examples** *– possession of drugs, alcohol, tobacco, matches or lighters, weapons or any other articles with potential to cause harm.  Severity of consequences will depend upon intention or threat to cause harm.*

**The focus is on restoration, or repairing the wrongs done, rather than punitive measures.**

**Consequences are progressive; they become more serious with increasingly severe behavior and/or increasing frequency.**

**Note:**special considerations may apply to students with diverse needs, if they are unable to comply with the Code of Conduct due to having limited abilities of an intellectual, physical, sensory, emotional, or behavioural nature. Teachers, caregivers, support workers and parents or guardians will be encouraged to teach appropriate behavior, consequences and/or restoration to these students.

For further information on school district policies regarding student conduct please use the following links to the school district website:

[Policy 310: Code of Conduct](https://www.sd8.bc.ca/sites/default/files/310%20Code%20of%20Conduct%20%28March%208%2C%202022%29.pdf)

* [AP 310.A Communication Brochure](https://www.sd8.bc.ca/sites/default/files/SD8-Brochure-Comm_Parents-_2021_0.pdf)

[Policy 311: Illegal Use of Drugs and/or Alcohol](https://www.sd8.bc.ca/sites/default/files/311%20Illegal%20use%20of%20Drugs%20and%20or%20Alcohol.pdf)

* [AP 311.1: Illegal Use of Drugs and Alcohol](https://www.sd8.bc.ca/sites/default/files/AP%20311.1%20Illegal%20Use%20of%20Drugs%20and%20Alcohol%20%282022.05.08%29.pdf)

[Policy 320: Student Attendance](https://www.sd8.bc.ca/sites/default/files/320%20Student%20Attendance_1.pdf)

* [AP 320.1: Student Attendance](https://www.sd8.bc.ca/sites/default/files/AP%20320.1%20Student%20Attendance%20%282022.04.11%29.pdf)

[Policy 330: Sexual Orientation Gender Identity](https://www.sd8.bc.ca/sites/default/files/330%20Sexual%20Orientation%20Gender%20Identity%20%282022.06.21%29.pdf)

* [AP 330.1 Sexual Orientation Gender Identity (SOGI)](https://www.sd8.bc.ca/sites/default/files/AP%20330.1%20Sexual%20Orientation%20Gender%20Identity%20%28SOGI%29%20%282022.09%29.pdf)

[Policy 331: Anti-Racism and Cultural Safety](https://www.sd8.bc.ca/sites/default/files/331%20Antiracism%20and%20Cultural%20Safety%20%20%282022.06.21%29.pdf)

* [AP 331.1: Anti-racism and Cultural Safety](https://www.sd8.bc.ca/sites/default/files/AP%20331.1%20Anti-racism%20and%20Cultural%20Safety%20%282022.06.17%29_0.pdf)

[Policy 340: Communication](https://www.sd8.bc.ca/sites/default/files/340%20Communication_0.pdf)

* [AP 340.1: Communication](https://www.sd8.bc.ca/sites/default/files/AP%20340.1%20Communication_2.pdf)