



Highlands Code of Conduct

We are responsible for our actions.

We are respectful of others, this place and ourselves.

We expect Highlands students to

- Conduct themselves in a manner that positively reflects our school code both when at school and when representing our school in the community (e.g. field trips, sport teams, choir, etc.)
- Use words to solve problems (not hands, feet or body)
- Demonstrate respect and cooperation towards adults and peers
- Arrive at school on time, prepared to start the school day at 8:45am
- Stay in designated school areas at recess or lunch unless they have express written parent permission to leave the grounds (students must ask permission to retrieve balls off school grounds)
- Use quiet voices inside the school
- Be polite and considerate of others
- Be responsible for their own possessions
- Help keep their work spaces, classroom environment, and school common areas (e.g. library, gym, music room, computer room, playgrounds) clean and organized
- Move quietly through the halls and down the stairs, keeping to the right
- Return to the class after breaks prepared to focus and work
- Avoid using anything that could cause personal injury to others (i.e. sticks, stones, any sharp object, etc.)

This Code of Conduct was developed in relation to the School Act (Sections 6, 10, 85, 91), the School Act Regulations, and the District of North Vancouver's Policy 302 on Student Conduct. Students at Highlands Elementary are expected to meet the standards set out in the BC Human Rights Code, sections 7 and 8 that include the prohibited grounds of discrimination, behaviours that discriminate against a person or class of person by publishing or displaying a statement, publication, notice, sign, symbol emblem or other representation that indicates discrimination because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age of that person or that group or class of persons. Anti-bullying measures will ensure all students, regardless of their sex, race, religion, culture, sexual orientation and gender identity or expression, enjoy a safe, inclusive and welcoming learning environment.

We are responsible for our actions

Students are expected to:

- Be truthful and honest
- Accept consequences for what they do

- Be in control of their bodies and their language
- Follow school expectations and classroom rules
- Play by established rules of the game
- Take action when they know situations are unjust (speak up, report to an adult)

We are respectful of others

Students are expected to:

- Be empathetic; consider how their actions affect the feelings and safety of others
- Play in a safe manner
- Avoid personal “put downs” and inappropriate language
- Play and work cooperatively with others
- Be inclusive of others
- Accept differences in others
- Use others’ personal property only with permission and with care
- Encourage others and welcome their ideas
- Show appreciation of others’ efforts
- Accept success with grace
- Show good sportsmanship

We are respectful of this place

Students are expected to:

- Care for school property
- Use equipment appropriately
- Clean up garbage and recycle
- Keep washroom areas tidy
- Put materials and equipment away
- Avoid taking food into the library, computer lab or gymnasium

We are respectful of ourselves

Students are expected to:

- Participate in all activities with openness and a positive attitude
- Produce work they can be proud of
- Work to the best of their abilities
- Try to solve problems independently
- Be positively assertive and take initiative
- Ask for help when they need it
- Learn from their successes and from their mistakes
- Keep themselves safe and dry

Consequences for Code Infractions

There will be consequences for students who blatantly or repeatedly ignore or disobey the general rules or the Code of Conduct. Consequences are intended to help re-teach appropriate behaviour and resolve the incident. Expectations for student behaviour rise as children mature. Consequences may include, but not be restricted to: discussion, time out, withdrawal of privilege, an in-school or home suspension, or school-community service.

Students who are struggling to meet expectations of the code need the support of the Supervising Aides, Administration, classroom teachers and parents. We would like to emphasize that an important part of effective discipline is communicating with the classroom teacher. Levels are not necessarily sequential, and depend on the type of incident and severity.

Level 1:

Minor infractions of the Code are handled on the spot at the discretion of the teacher, teacher aide, or administrator. Teachers keep records at this level.

Level 2:

- Repeated level one infractions.

OR

- The code infractions are more severe. Some examples, may include, but are not limited to, the following: out-of-bounds, unsafe play, name calling, swearing etc.

Administration, teachers and teacher aides use their discretion at this level. They are responsible for deciding what behaviour deserves to be sent to the office (considering time of year, reoccurrence of incident or magnitude of incident). Teachers keep records in order to track reoccurrence of an incident.

Consequences:

Note: Consequences may be dispensed in a progressive manner, and may include, but are not limited to one or more of the following:

- Verbal or written apology
- Time out in classroom or other location
- Positive practice of expected behaviour and/or written assignments

If the incident is sent to the office:

- The incident will be documented and the classroom teacher will receive a copy
- Parents may be phoned
- Consequences as described above

Level 3

These are serious infractions of the Code. Infractions at this level usually involve the Administration. In the case of suspensions, the Administration will always be involved.

- Bullying
- Harassment
- Inciting or encouraging a fight
- Hitting, roughing, or physical abuse
- Defiance of authority
- Disrespectful and abusive language and gestures
- Deliberate failure to attend classes
- Damaging or stealing property
- Destruction or defacing of school property
- Leaving school grounds without permission
- Repeated minor offenses
- Possession of a weapon

Consequences:

Consequences may be dispensed in a progressive manner. Attempts will be made to connect the consequence and infraction (e.g., replacing damaged property). Consequences may include, but are not limited to one or more of the following:

- Think Sheet completed by student
- Incident documented and classroom teacher informed
- Verbal or written apology
- Parents contacted
- Other consequences: school service, loss of privileges (e.g., recess, lunch, special events) in-school suspensions or formal suspensions (for a period of 1-5 day)

Students receiving out-of-school suspensions will be asked to meet with the school administration, classroom teacher and their parents/guardians following their suspension and prior to their returning to class. Teachers acknowledge that it is their responsibility to provide instruction, materials and assignments that are relevant, realistic and appropriate to each student while they are suspended from regular classes.