

Hammond River Valley Elementary School

Positive Learning Environment/Code of Conduct

At Hammond River Valley Elementary School we support and maintain a safe and positive learning environment in which the rights of both the individual and the whole community are respected while recognizing that personal and communal responsibilities are fostered and maintained.

All students have the right to:

1. Enjoy a positive learning environment
2. Feel safe and secure while they learn
3. Be treated with fairness, dignity and respect

All students are expected to:

1. Treat everyone with fairness, dignity and respect
2. Respect the rights of everyone to learn
3. Be courteous, cooperative and friendly to everyone
4. Respect school property and the environment
5. Be honest
6. Do their personal best
7. Take responsibility for their actions and accept the consequences for their behaviour

In support of our student rights and responsibilities, it is expected that staff will:

1. Support the above rights and expectations of students
2. Accept responsibility of all students
3. As needed, remind students of and clarify expectations, consequences, rights and responsibilities
4. Model appropriate behaviour

In support of our student rights and responsibilities, it is expected that parents will:

1. Support the school's effort to educate and maintain a positive learning environment
2. Ensure that students understand school expectations

While encouraging students and staff to, “**Be Your Best at HRVES**” we also adhere to three simple behaviour guidelines:

1. Hands off – Hands are for helping
2. Words off – Use kind words
3. Feet off – Kicks are for sports

Our goal is to help students learn appropriate, self-regulatory, productive behaviour that enables them, increasingly to meet and be successful at school and in life.

In dealing with student behaviour, all staff members utilize four main types of strategies – prevention, instruction, correction and protection. The following is an overview of some of the strategies that are used in our school:

Prevention:

The prevention of behaviour incidents is vital in maintaining a positive learning environment. Strategies can be school wide or for an individual student:

School wide examples are:

1. Communicating and reviewing the Code of Conduct expectations with all staff and students
2. Proactive programs and services offered by guidance and school intervention workers
3. Modeling appropriate behaviours
4. Establishing and practicing routines
5. Actively supervising hallways, bus loading/unloading, cafeteria and playgrounds
6. On-going parent communication
7. Teaching and practicing the, “Seven Habits of Happy Kids”

Individual student examples are:

1. Modified timetables, schedules, breaks and recesses
2. Change routines
3. Removal of a student from a situation due to a lack of readiness to behave appropriately

Instruction:

Students must be taught what is expected of them at school and in society. In this regard, it is recommended that the staff of HRVES provide:

1. Training days for all students and staff in September, November, January and April
2. Continually teach, model and reinforce appropriate behaviour (Caught Ya Tree, the Bucket of Awesome and the Principal's Good Book)
3. Teach behavioural and social skills necessary for school success (Seven Habits of Happy Kids)
4. Provide guidance and counseling
5. Teach students to seek staff assistance, if necessary, in order to resolve conflict peacefully.

Correction

Reflecting on the educational focus of the school system, inappropriate student behaviour should be corrected whenever possible in such a way that the student improves their future performance. Recommended techniques include:

1. Staff consistently use the HRVES behaviour matrix
2. Individual training of appropriate conduct
3. Have students make up time lost and work missed due to unnecessary absence or tardiness
4. Employ behaviour tracking data to develop positive interventions
5. Restitution
6. Reconciliation
7. Resolution
8. Have the student write a plan for appropriate future action
9. Community service within the school
10. IBSP

Protection

Recommended strategies include:

1. Modified timetables and schedules
2. Restricted privileges
3. Alternative work locations in the classroom or school
4. Removal from class or school activity; NVCI Team
5. Detentions

6. In –school suspensions
7. Modified/reduced school day
8. Out of school – Tutor Support Program

Sometimes, despite the best efforts of the school staff and parents to develop a Positive Behaviour Support Plan and implement many interventions, a student's behaviour does not improve. As a result the student may be placed on a long-term-out-of-school program.

Serious Misconduct

Policy 703 (Positive Learning Environment Policy) states that serious misconduct at school may result in immediate suspension and loss of school privileges. In these situations, the Education Act states that the school and the School District are obligated to provide students with an education. The school administrator and the Education Support Services Coordinator work with the parents to develop an Alternative Education Plan. Planning for a return to school, developing a transition plan and holding a re-entry meeting, are necessary parts of the process.

Threat Assessment (See Chart-Decision Tree in Principal's Office)

Another important aspect of creating and maintaining an environment where students, staff, parents, and others feel safe is in the area of assessing potentially high risk student behaviour; understanding the impact of trauma on schools and communities and understanding individual student behaviours within these systems. Both are essential in order to deal with the dramatic increase in student behaviour.

School principals, counselors, district staff, police, social workers, probation and mental health workers have been trained in Threat Assessment; Assessing Violence Potential and Protocols for Dealing with High-Risk Student Behaviours. The primary purpose of the multidisciplinary Threat Assessment Team protocol is to identify indicators that a student is moving towards violence against self or others and to intervene to decrease the risk, prevent injury, and support the student in receiving the help he or she needs to address the issues contributing to the high-risk behaviour. Collaboration between disciplines is essential to assess and to intervene on behalf of students, schools and communities.