

# Conduct Policy

All members of the Harbour View community are expected to behave in a manner that demonstrates and warrants respect. These behaviour standards (outlined below) apply in school, during co/extra-curricular activities and while travelling to and from school. The foundation of this school policy is The Positive Learning and Working Environment Policy of the Education Act.

## Student Responsibilities

Students will:

- contribute to a safe and positive learning environment,
- participate in learning opportunities to their potential,
- assume increasing responsibility for their own learning,
- accept responsibility for their conduct at school or on the way to and from school,
- respect the rights of others and comply with all school policies,
- complete assigned homework in class or at home, and
- attend regularly and punctually.

## Teacher Responsibilities

Teachers will:

- encourage all students to work to their potential,
- promote a positive learning environment at all times,
- be the primary source of classroom discipline,
- define and enforce consistently the basic code of acceptable behaviour,
- ensure that students understand their expectations, and
- respect students and comply with all school policies.

## Reporting Behaviour Incident(s)

When the above behaviours are ignored or chronically disregarded, the following phases of intervention will be implemented to address concerns:

**(A) = Attendance**    **(B) = Behavioural**

### Phase One:

**(A)** - The parent or guardian will be contacted by the homeroom teacher after *five unexcused absences*.

**(B)** - The parent or guardian will be informed of the problem by the teacher if a student's behaviour is considered a pervasive threat to the positive learning environment or an incident has occurred that warrants parental involvement.

- The VHVS Conduct Policy is explained and, if necessary, reviewed with the student again. Appropriate sanctions or remediation, (ex. noon detentions to reflect, complete missed work, etc.) may be imposed at this time.

- Not adhering to the assigned intervention is considered defiance. The student may be suspended from school or directed to the In-School Suspension room (ISS) if available.

- The teacher and VP will enter misconduct information/details onto a conduct form for the student on the Shared Documents on the S Drive.

### Phase Two:

**(A)** - After 10 unexcused absences a homeroom teacher is to make contact with the parent or guardian to inquire about the reasons for missing time, and to let them know a letter is being sent indicating the time missed to-date in each class. Details of this contact will be entered onto the student's conduct form in the Shared Documents (S-Drive). Homeroom teacher requests the appropriate Administrative Assistant to send the letter.

**(B)** - The parent or guardian is contacted by the teacher. Possible interventions to change the student's behaviour should be discussed. Each situation will be handled with regard to both the student's needs and the learning environment of the remaining pupils in the class. Prior interventions will be taken into account to determine an appropriate course of action.

- Not adhering to assigned interventions is considered defiance. The student may be placed in the In-School Suspension room (ISS), suspended or sent home until a meeting can be arranged to determine how schooling can resume.

- The teacher and/or VP will enter the details of the incident onto the student's conduct form in the Shared Documents (S-Drive).
- The VP will take action to support the assigned intervention(s) and to assist the student in understanding appropriate behaviours expected for the future.

**Phase Three:**

**(A)** - At 15 or more unexcused absences the homeroom teacher will confer with the VP to determine appropriate action (grades 9 & 10, Mrs. Curwin; grades 11 & 12, Mrs. MacGregor).

- The VP will meet with the student and call the home to explain how things will proceed (contract, daily attendance tracking, tutorial sessions, etc). The information on the S-Drive in the student's conduct folder will be used to help determine appropriate action to take.

- A Performance Contract will be drawn up and signed.

- An excessive absence letter will be sent with a copy of the contract and an attendance report. Copies of these forms will be kept in the appropriate VP's office.

**(B)** - The teacher informs the administration of the student's continued misconduct; the teacher and VP consult regarding appropriate measures to follow.

- The VP contacts the home to discuss the situation, explain the sanctions being imposed and the conditions of the Performance Contract. Should the student not comply with the conditions set, s/he will be sent home until a meeting with the parent or guardian can be arranged to sign the contract.

- A Guidance referral will be made at this time to assist the student in devising a plan for appropriate behaviour change.

**Phase Four:**

**(A)** - Continued unexcused absences will result in suspension for the remainder of the semester with the right to appeal.

**(B)** - Where possible, the parent or guardian, teacher(s), guidance counselor and administration confer to determine if any further interventions are appropriate before imposing a suspension. The student does not return to school from the time of notification until the meeting.