

# HUBS Code of Conduct and Discipline Program

The staff of Hayat Universal School is required to provide a safe supervised instructional day for students. This requirement is met in the combining of five components;

1. A Belief of Discipline as defined as Learning,
2. A Character Development Education Program,
3. A Statement of Code of Conduct, and
4. A Behaviour and Discipline Policy
5. A Procedure for Student Discipline

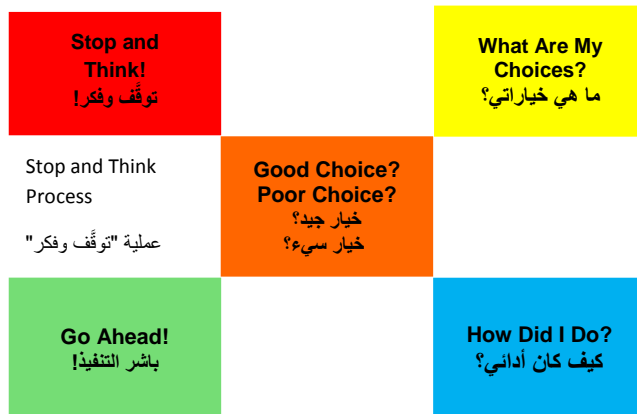
## 1. Belief:

*Discipline is not judgmental, arbitrary, confusing, or coercive. Going back to the Latin roots, to discipline with authority means to give life to learning. Our goal... is to give life to our children's learning---to instruct, to teach, to help them develop self-discipline, an ordering of the self from the inside, not imposition from the outside."*

(B. Colorosso "kids are worth it")

## 2. Character Development Program:

The Character Development Program is accomplished through a program of proactive teaching of social skills, a problem solving process of "Stop and Think" within a context of values of respect, kindness, responsibility, safety, and positiveness. These five values are referred to as the "The Hayat High Five". Programs are introduced and focused upon at each school assembly, during classroom lessons and throughout the school by all staff. They are mentioned at every opportunity available to talk to parents. School documents and classroom expectations include reference to these important character development programs. All staff are expected to use this language when dealing with student behaviour management and teaching social skills. In support of this character development program the school implements (KG2 to Grade 7) lesson plans as presented in the British Columbia Canada program "Focus on Bullying". Teachers have the plans and work toward implementation over the fall and winter months of each year.



### **3. Statement of Code of Conduct:**

- The code of conduct at HUBS aims to create a school environment conducive for learning and safe for students and everyone around the school.
- We realize that adults in the school model the behaviours for students and we, as adults, are committed to behave in a manner consistent with the school declared Code of Conduct.
- Students are learners and making poor choices is part of the learning process for social skill development.
- Student rights and responsibilities address five basic requirements-the Hayat High Five:
  - ≈ **Be Safe**
  - ≈ **Be Responsible**
  - ≈ **Be Kind**
  - ≈ **Be Positive**
  - ≈ **Be Respectful**

Every student at HUBS:

- ≈ Must work for the safety of others and oneself
- ≈ Must be responsible for their own actions
- ≈ Must be kind to everyone, young and old, no matter who they are
- ≈ Must be positive toward others, and use positive language at all times
- ≈ Must be respectful of others, must respect himself/herself and must be treated with respect

### **4. Behaviour and Discipline Policy:**

HUBS is a zero tolerance school regarding violence, racism, intimidation, dishonesty and any other action that negatively affects the learning process and/or the physical and psychological well being of students. We expect and strive to model appropriate behaviour. We also believe that behaviour and discipline represents an integral part of the learning process. Even though we expect our students to be on their best behaviour, we do realize that at one point they might make a mistake. Such mistakes represent poor choices and are addressed by all staff members of the school. When repeated poor behaviours become a pattern, students are referred to the principal and choices are made to address the ongoing poor behaviour. Various interventions including School Support Team, Administration initiated Parent Meetings, natural and logical consequences for actions, Behaviour Programs and Suspension are considered.

#### **As we work with students who make poor choices, we implement the three principles guiding student rights and responsibilities:**

- ≈ **We treat students with respect throughout the entire process.**
- ≈ **We hold them responsible for their own choices of action.**
- ≈ **We hold them responsible for the consequences of the action.**

Our objective is to have the students understand that they can correct their mistakes and even prevent them in the future if they stop and think about the consequences and the effect one mistake can bring.

**Examples of inappropriate actions that may result in disciplinary actions include:**

- ≈ Using disrespectful language
- ≈ Violating school rules
- ≈ Bullying whether physical or verbal
- ≈ Destruction of school property
- ≈ Improper behaviour during assemblies or fieldtrips
- ≈ Disregard for the authority of adults in charge

**The following guidelines will be followed to ensure consistency of disciplinary actions:**

- ≈ **There will be a complete investigation of the matter**
- ≈ **The severity of the offense will be considered**
- ≈ **The developmental age of the child will be considered**
- ≈ **The extent to which the disruptive behaviour is repeated by the student will be considered.**

**Disciplinary actions may include but not be limited to:**

- ≈ Time-out with the teacher to help the student understand:
  - What the student did was wrong
  - Why it was wrong
  - What should the student do in the future
- ≈ Warning by teacher
- ≈ Loss of privilege
- ≈ Loss of privilege and a call home
- ≈ Loss of privilege and a call home with a referral sent to the appropriate Head of the BC Program or counsellor.
- ≈ Student sent to Guidance Centre—the incident will be documented and the school discipline procedure followed. Further action may include central detention or suspension.
- ≈ At any time, where the safety of any student is threatened, an immediate visit to the Guidance Centre will be directed.

**Follow up, Data Collection and Record Keeping**

There is a Hayat School Conduct Form. These forms are used as consequences for poor choice and are the record of student behaviour. Forms can be initiated by the counsellors, vice-principal, or principal. These forms are then given to the principal for review, and necessary action. The forms are filed in the Guidance Centre.. The forms provide follow up information to those involved including the classroom teacher, principal, parents, student and other staff involved.

## 5. A Procedure for Student Discipline

1. **Identify the unacceptable behaviour** - remind the student about good and acceptable behaviours, to STOP and THINK, to make GOOD CHOICES, and about the Hayat High Fives. Teacher may now want to start recording persistent behaviours. The Arabic/Islamic Education teacher also reminds the student about related teachings of the Quran and the Prophet Mohammed Hadith and about what is acceptable and what is not. Teacher must inform parent(s) about inappropriate behaviour(s) and keep parents informed about any ongoing issues.
2. **Proximity:** Classroom teacher disciplines the student in class by moving the student to another spot in the classroom (near the teacher) and/or separating the child from others, or sending the child to an agreeable predetermined other location. Teachers will keep a record of incidences and consequences with time and dates and will inform parents about repeated offenses.
3. **\*Increased responsibility:** Classroom teacher encourages the child to demonstrate good behaviours by rewarding the child with Hayat High Fives, stickers etc. Teacher gives the student more responsibility in the classroom, such as sharpening pencils, handing out or collecting materials, organizing books, etc.
4. **Isolation:** If the behavior continues, teacher will isolate the student. (S)he sits alone and is not allowed to work with a group and loses privileges such as recess, computer lab or PE activities, or go on trips (such as to the park). At this stage, it will be absolutely a must for the teacher to contact the parents to inform them about inappropriate behaviours and non-compliance and set up a meeting to discuss and create a plan.
5. **Counsellor Visits:** If the behaviour continues, the student visits the Counsellor. Teacher and counsellor should discuss recurring problems.

**First Visit:** The counsellor records his/her name and creates a file, and talks to the student.

**Second Visit:** The Counsellor records the incident and talks with the student again. There is a time out in the Counsellor's office for about ½ hour to one hour. The teacher gives the student some independent work to do while in the office. The counsellor call the Parents to inform them about what happened between her and their child

**Third Visit:** Counsellor records incident and sends home a CONDUCT FORM.

**Fourth Visit:** Counsellor records incident, calls the parents and sends home a second CONDUCT FORM. Parent(s) must come to the school to discuss behaviour and options for suspension (in-school or at home) and parent(s) must sign an agreement. One copy is kept at school and one copy goes home.

**Fifth Visit:** Third CONDUCT FORM Suspension – The Counsellor and administration decide on suspension (in-school or home) for the student. If this is an in-school suspension, it will be for one day and the teacher must provide work

for the student to do. If there is yet another offense, the student must go home for one to three days. When (s)he returns, parent(s) must accompany the student and meet with the Counsellor and Administration before the student can return to class.

**Sixth Visit:** WARNING LETTER First one– Parent(s) attend the school and sign this letter and they are reminded that if the conduct does not improve and there is a third WARNING LETTER, the student will not be allowed to register at HUBS next year. At this point, the school may ask the parents to have the child assessed by a psych-educational specialist and bring a report that will detail the condition of the student, reasons, type of schooling the child needs and any specific recommendations that will help Hayat address the needs of the child.

\*If the misdemeanour is serious, the process will be fast-tracked.