

# Cayley School Student Code of Conduct

**“We will teach, facilitate, and model to improve social-emotional competency.”**

## **Social-Emotional Goal of Cayley School’s Education Plan**

### **Foundational Background**

At Cayley School, we are committed to making sure *students do whatever they can to be engaged learners, responsible and respectful citizens, as well as capable individuals*. Our goal is to provide students with a continuum of supports so as to help ensure their success. Depending on the circumstance of each situation, what those supports look like and how they are implemented will vary for each student. Our priority is the equitable application and interpretation of the *Cayley School Progressive Discipline Continuum* in a restorative manner, whereby problem-solving is the focus.

It is the shared belief of Foothills School Division and the *School Act* that “[t]he development of positive student behavior is a shared responsibility between students, staff and parents.” The Division promotes, reinforces, and encourages the growth of student self-discipline, respect, and responsible behavior in order to foster a safe, caring, and inclusive learning environment and enhance student achievement as outlined in Foothills School Division’s Administrative Procedure 350.

### **Purpose**

The Cayley School *Student Code of Conduct* exists to foster a welcoming, caring, respectful, and safe learning environment, while clearly establishing an appropriate balance between individual and collective rights, freedoms, and responsibilities of all students, staff, and community members.

At Cayley School, we have a steadfast commitment to developing a positive sense of belonging for all individuals. As such, discrimination (as set out in Section 4 of the *Alberta Human Rights Act (AHRA)*) on the basis of an individual’s race, colour, ancestry, place of origin, religious beliefs, gender (including pregnancy, sexual harassment, and gender identity), physical disability, mental disability, marital status, family status, source of income, or sexual orientation is prohibited.

### **Basic Principles that Guide this Important Work**

- *Improved learning for all students* is at the center of all we do in Cayley School, and engaged learners take ownership for their behaviour.
- The purpose of discipline is to teach; therefore, the desired result is for students to learn from their mistakes in a redemptive/restorative manner, and to be able to contribute in a positive way as *responsible and respectful citizens* of Cayley School.
- *Behavior* pertains to ones actions and must be separated from student identity.
- “It takes a village to raise a child.” ... as it pertains to behavior and maintaining a safe, caring, and inclusive school, our staff collectively accept responsibility for this important work.
- Proactively establishing a continuum of supports and structures is the best way to avoid potential wrong doing.
- As a staff, we will be proactive so as to set students up for success.
- Individuals want to be treated in a fair, and respectful manner.
- The administration of the school views behavior that is intended to harm themselves, someone else, or school property as being very serious.

## Definitions

**Respect:** To show regard or consideration for others.

**Harassment:** Any behavior that in effect or intent disparages, humiliates, or harms another person or class of persons. It is behaviour that denies dignity and respect, and is demeaning and/or humiliating to another person or class of persons. Harassment may include, but is not limited to, references related to age, national or ethnic origin, religion, gender, sexual orientation, disability, race and/or sources of income or family status. Sexual harassment is any unwelcome behavior that is sexual in nature. Such behavior may directly or indirectly affect or threaten to affect in an adverse manner a student's wellbeing and/or learning environment. The behavior does not need to be intended as harassing to be considered as personal harassment. It is sufficient that one knows, or ought reasonably to know, that his/her behaviour is offensive and unwelcome. Harassment is not a relationship of mutual consent. It is any action including, but not limited to verbal, physical, written and cyber messaging that is unwelcome or intimidating and denies individual dignity and respect.

**Discrimination:** The denial of individual rights and freedoms in a manner which contravenes the Canadian Charter of Rights and Freedoms and/or the Alberta Human Rights Act (AHRA). Discrimination on the basis of race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, creed, sexual orientation, and citizenship is prohibited.

**Bullying:** According to Alberta Education (2016), bullying is a repeated and hostile or demeaning behaviour intended to cause harm, fear or distress, including psychological harm or harm to a person's reputation. It often involves an imbalance of social or physical power.

### **Bullying behaviours are a form of aggression and can be:**

- Physical – For example: poking, elbowing, hitting
- Verbal – For example: name calling, insults, racist, sexist or homophobic comments, put-downs or threats
- Social – For example: gossiping, spreading rumours, excluding someone from the group, isolating, ganging up
- Cyber – For example: social or verbal bullying through the use of email, text messages or social media

**Progressive Discipline:** Is a whole school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviour. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

**Restorative Practices:** According to Throsborne and Blood (2013):

A restorative approach is relational and is anything but a 'one size fits all', prescriptive approach to problem solving. With this approach, there is an understanding that when wrong is done, we need to work with those involved to help them take responsibility for their behaviour, to learn from the incident and to take what action is required to repair the harm. (pp. 22-23)

## Responsibilities:

### 1. Students

- 1.1. Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. Students are valued and contributing members of their school community and accept the responsibility for their behaviour while at school, at school sponsored activities, or while engaging in other nonschool activities that have a direct influence on maintaining a welcoming, caring, respectful, and safe learning environment in the school. While school staff are not able to control what students do outside of school, when the behaviour has impact on the school environment, there may be consequences or interventions for inappropriate behaviour.
- 1.2. In accordance with the *School Act* students are expected to conduct themselves so as to comply with the Cayley School Code of Conduct which has been developed by school leadership, staff, students, and the community.

Examples of (but not limited to) **acceptable behaviour** for students include:

- 1.2.1. Be ready to learn, and actively engage in, and diligently pursue your education;
- 1.2.2. Be accountable for your actions and behaviours;
- 1.2.3. Respect yourself and the rights of others in the school by demonstrating appreciation of diversity of all school members regardless of their race, culture, ethnicity, religion, creed, sex, sexual orientation, gender, gender identity, gender expression, physical disability or mental disability, mental illness, age, socio-economic status, or appearance (in accordance with section 4 of the AHRA);
- 1.2.4. Attend school regularly and punctually;
- 1.2.5. Cooperate with everyone authorized by the Division to provide education programs and other services (including co-curricular and extra-curricular activities);
- 1.2.6. Know, understand, and comply with the rules of the school;
- 1.2.7. Ensure your conduct contributes to a welcoming, caring, respectful, inclusive, and safe learning environment that fosters a sense of belonging of others in your school;
- 1.2.8. Refrain from, report and discourage bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
- 1.2.9. Inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school;
- 1.2.10. Always demonstrate behaviours that positively contribute to and honour your school and community.

1.3. Consequences will take into account the student's age, maturity, and individual circumstances. In Cayley School, work towards resolutions will focus on restorative practices whereby unacceptable behaviours are treated not as a breaking of school rules but rather a wrong- doing towards the community or individual. The specific circumstances of the situation and of the student must be taken into account when determining appropriate consequences; for example, consideration of needs including physical, behavioural, communicational, cognitive, mental health, trauma, as well as student's age, history, past interventions trialed, and accommodations/supports will be considered.

Examples of (but not limited to) **unacceptable behaviours** include:

- 1.3.1. Behaviours that interfere with the learning of others and/or the school environment or that create unsafe conditions;
  - 1.3.2. Acts of bullying, harassment, or intimidation/discrimination;
  - 1.3.3. Acts of violence, physical aggression or threatening behavior;
  - 1.3.4. Retribution against any person in the school who has intervened to prevent or report bullying, harassment, or stop an incident that might cause harm to others;
  - 1.3.5. Illegal activity such as: possession or use of weapons; possession or use of alcohol, drugs or other forms of intoxicants on school property or at any other school related function (i.e. graduation, field trips);
  - 1.3.6. Theft or damage of property.
- 1.4. At Cayley School a continuum of supports, not just punishment, will be provided to those students that engage in inappropriate behaviour as denoted by the *Cayley School Progressive Discipline Continuum* (see figure 1.) including such evidence-based practices such as mentoring, restorative practices, student advisories, peer support networks, regular check-ins with teachers or schools counsellors, counselling, time-out, suspension and/or expulsion.

Regarding consequences, physical intervention, and limitations:

- 1.4.1. Violence Threat Risk Assessment (VTRA) training will be provided to school administrators, Family School Liaison Counsellors, and other staff as required.
- 1.4.2. Use of restraint shall only be used if a student is a danger to themselves or others. Depending on assignment, each school should ensure some staff members are trained in Non-Violent Crisis Intervention (NVCi).
- 1.4.3. The use of corporal punishment is prohibited.

## 2. Staff

- 2.1. Under the leadership of the Principal, the staff is responsible for establishing a positive school climate in which structure, support and encouragement is provided to support the student in understanding the importance of education, and developing a sense of self-discipline and responsibility while making a positive contribution to society.
- 2.2. Cayley School will use proactive and preventative approaches to reduce the occurrence of unacceptable behaviour and maintain environments that are welcoming, caring, respectful, safe and are conducive to teaching and learning.

This is a climate in which:

- 2.2.1. When responding to unacceptable behaviour, schools will give first consideration to the safety and security of students, staff, and other members of the school community;
- 2.2.2. Students feel safe, important and trusted and have the opportunity to develop, assume and maintain responsibility and self-motivation;
- 2.2.3. There is a joint effort to learn and a feeling of mutual respect among staff, students, and parents;
- 2.2.4. Appropriate behaviour is consistently encouraged and reinforced, thus increasing social emotional competencies including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making;
- 2.2.5. On-going communication exists between staff and parents to encourage and provide the opportunity for active and constructive parental involvement in the education of their children.

## 3. Parents

- 3.1. Parents are partners in respect to their child(ren)'s education. They have a responsibility to take an active role in their child(ren)'s educational success and will support their child(ren) in complying with their responsibilities as students. Parent conduct should contribute to a welcoming, caring, respectful, safe, and inclusive learning environment. Foothills School Division believes that the role of the parent with respect to education, will:
  - 3.1.1. Encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school;
  - 3.1.2. Ensure that the child attends regularly and is punctual;
  - 3.1.3. Be aware of, and support, the expectations from the Cayley School *Student Code of Conduct*;
  - 3.1.4. Communicate and collaborate with school staff about any concerns regarding the Cayley School *Student Code of Conduct*.

The following table is a non-exhaustive list of strategies that will be used as actions in the Cayley School *Student Code of Conduct*. The list is not intended to show an order of priority, and is intended to be a *working document* that will be updated, and modified at minimum annually. Other strategies that are not listed may also be incorporated as part of problem solving strategies.

<b>Cayley School: Progressive Discipline Continuum</b>			
<b>Universal</b>	<b>Targeted</b>		<b>Individualized</b>
	<b>Classroom Based</b>	<b>School Based</b>	
<ul style="list-style-type: none"> <li>• Ongoing two-way communication with parents/guardians</li> <li>• Posted <i>Student Code of Conduct</i> and discussions with stakeholders regarding the document</li> <li>• Clearly establish school-wide expectations and rules</li> <li>• Modeling of effective behaviours</li> <li>• Goal setting</li> <li>• 7 Habits Education / ATM / Student-led assemblies</li> <li>• Cobra Families/Buddy Groups to promote community</li> <li>• Discussion of and Explicit teacher modelling of <i>Social-Emotional Competencies</i></li> <li>• Discussion and repetition of classroom and school expectations</li> <li>• Interim reporting on Child as a Responsible Learner</li> <li>• <i>Restorative Practices</i> and language permeates common language</li> <li>• Violent Threat Risk Assessment (VTRA) training</li> <li>• Non-Violent Crisis Intervention (NVCi) training</li> <li>• 4 Packs to periodically collect social-emotional data</li> <li>• Presence of RCMP Liaison Officer as a community member</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing two-way communication with parents/guardians</li> <li>• Conversations about effective strategies between school staff</li> <li>• Co-construction of community norms within classrooms</li> <li>• Goal setting</li> <li>• The consequence for not completing assigned work is to complete assigned work, with support</li> <li>• Maintaining consistent expectations</li> <li>• Classroom Expectations</li> <li>• Adaption of the classroom environment</li> <li>• Accountability to the classroom community</li> <li>• Self-assessing zones of regulation</li> <li>• Visual Schedules</li> <li>• Circles/Group discussions</li> <li>• Zones of Regulation</li> <li>• Seating Plans</li> <li>• Referral and involvement in the Collaborative Problem Solving (CPS) process</li> <li>• Class discussions with Administration</li> <li>• Discussions with outside resources</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Restorative Practices</i> and language permeates common language</li> <li>• Communication with parents/feedback from parents</li> <li>• Assemblies to address specific issues</li> <li>• Goal setting</li> <li>• YDC SEL-based student groups</li> <li>• Discussions and planning with YDC and FSLC regarding specific groups and students</li> <li>• CPS initiated by teachers and supported by Admin</li> <li>• Team-based problem-solving with entire staff</li> <li>• Loss of privileges</li> <li>• Alternative learning environments</li> <li>• Structured recess</li> <li>• Support strategies from the Learning Coach</li> <li>• Mentorship</li> <li>• Parent Volunteers</li> <li>• CPS process/CPS Forms</li> </ul>	<ul style="list-style-type: none"> <li>• Behavioural Support Plan</li> <li>• Communication with parents/feedback from parents</li> <li>• Goal setting</li> <li>• Individual, ongoing discussion and meetings with FSLC</li> <li>• Support accessed from extended team - Director of Inclusive Learning, Behavior Learning Strategist, FSLC Lead, OT Supports</li> <li>• Mentorship</li> <li>• Removal of technology privileges</li> <li>• Loss of specific privileges</li> <li>• Redemptive “jobs” for students</li> <li>• Involvement of outside agencies - RCMP Liaison Officer, mental health services</li> <li>• Referral to 180 Program</li> <li>• YDC</li> <li>• Behaviour tracking/recognition charts</li> <li>• CPS process/CPS Forms</li> <li>• Detention</li> <li>• In-School suspension</li> <li>• Out-of-</li> <li>• Referral for alternative programming</li> <li>• Expulsion</li> </ul>

Figure 1. Cayley School Progressive Discipline Continuum

***Cayley Cobras do whatever they can to be engaged learners, responsible and respectful students, as well as capable individuals.***

## References

*School Act, Alberta Education (June 2015)*

*Administrative Procedure 350 Foothills School Division (February 2016)*

*Cayley School Education Plan (2015)*

Thorsborne, M., & Blood, P. (2013). *Implementing restorative practices in schools: A practical guide to transforming school communities*. London: Jessica Kingsley.