
École Senator Riley Middle School

STUDENT CODE OF CONDUCT

École Senator Riley Middle School has a responsibility to ensure that students and staff are provided with welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging and promote student wellbeing.

École Senator Riley Middle School works with families and community partners to provide safe, caring, respectful and welcoming, inclusive and equitable learning experiences that engage students to achieve their full potential in an increasingly interdependent world.

École Senator Riley Middle School is committed to promoting a safe learning and working environment. All those involved with the school including staff, students, parents, volunteers, and community members must share in the responsibility for eliminating bullying, discrimination, harassment, and violence. Investigation of allegations of such behaviours will be conducted in a timely and respectful manner.

This Student Code of Conduct is intended to establish and maintain an appropriate balance between individual and collective rights, freedoms, and responsibilities in the school community.

Our purpose is to promote student learning, growth and understanding as well as ensure that students possess a strong connection to their schools as welcoming, caring, respectful and safe places focused on their individual success. It will be reviewed annually and publicly available on the school's website. It aligns with the Alberta Human Rights Act to address the prohibited grounds of discrimination.

The Student Code of Conduct establishes expectations, interventions and possible consequences for student behaviour. Students will be held accountable for unacceptable behaviour and conduct that occurs both inside and outside of the school building or school day, if the conduct negatively affects a member of the school or interferes with the school environment. Behaviour may include use of electronic means (e.g. social media). Consequences of unacceptable behaviour will take into account the student's age, maturity and/or individual circumstances. Support will be provided for any students who are impacted by inappropriate behaviour as well as for students who engage in inappropriate behaviour. Although the code of conduct will address issues such as consequences for unacceptable behaviour, the primary focus of the student code of conduct is to help students learn how to address issues of dispute, develop empathy and become good citizens both within and outside of the school community.

Students

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 responsibility for their behaviour while at school, at school sponsored activities, or while engaging in other non-school activities that have a direct influence on maintaining a welcoming, caring, respectful, and safe learning environment in the school. While school staff is not able to control what students do outside of school, when the behaviour has a detrimental impact on the school environment, there may be consequences or interventions for inappropriate behaviour.

In accordance with the *School Act*, students are expected to conduct themselves in accordance with the School Student Code of Conduct developed by school leadership, staff, students and community.

Acceptable behaviour for students includes (but is not limited to):

- Refraining from, reporting and discouraging 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
- Informing a trusted adult in a timely manner about incidents of bullying, harassment, intimidation or other safety concerns in the school
- Demonstrating behaviours that positively contribute to and honour the school and community
- Following school expectations on any school-based activity or event outside of school and/or school hours including on school transportation

Consequences must take into account the student's age, maturity, and individual circumstances rather than a "zero tolerance" approach to behaviour with a "one size fits all" approach to consequences. 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 must be considered.

Unacceptable behaviour includes (but is not limited to):

- Behaviours that interfere with the learning of others and/or the school environment or that create unsafe conditions
- Acts of bullying, harassment, or intimidation/discrimination
- Acts of violence, physical aggression or threatening behavior
- 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
- 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. grad, field trips)
- Theft or damage of property

Ecole Senator Riley Middle School uses a Progressive Discipline Continuum including such evidence-based practices as mentoring, restorative processes, student advisories, peer support networks, regular check-ins with teachers or schools counsellors, counselling, time-out, suspension and/or expulsion. Support will be provided to students impacted by inappropriate behaviour and to those students who engage in inappropriate behaviour.

Regarding consequences or use of physical intervention:

- The use of corporal punishment is prohibited

- Use of restraint/holds 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 (NVC)

- Violence Threat Risk Assessment training will be provided to school administrators, Family School Liaison Counsellors and other staff as required.

Staff

Under the leadership of the Principal, staff is responsible for:

- Establishing a positive school climate in which structure, support and encouragement are provided to assist the student in understanding the importance of education, developing a sense of self-discipline, and encompassing civil responsibility to the school and community

- Encouraging and reinforcing appropriate behaviour thus increasing social emotional competencies including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making

- Using proactive and preventative approaches to reduce the occurrence of unacceptable behaviour and maintain environments that are welcoming, caring, respectful and safe and conducive to teaching and learning

- Responding to unacceptable behaviour, giving first consideration to the safety and security of students, staff, and other members of the school community when addressing a concern

- Ensuring students are provided with a safe environment with trusted adults who foster positive relationships

Student conduct is a joint effort between students, staff, and parents based on mutual respect. On-going and timely communication will occur between staff and parents to encourage and provide the opportunity for active and constructive parental involvement in the education of their children.

Parents

Parents are partners in respect to their child’s education. They have a responsibility to take an active role in their child’s educational success and will support their child in complying with their responsibilities as students. Parent conduct should contribute to a welcoming, caring, respectful and safe learning environment.

Ecole Senator Riley Middle School believes that the role of the parent with respect to education includes:

- Encouraging, fostering and advancing collaborative, positive and respectful relationships with teachers, principals other school staff and professionals providing supports and services in the school
- Ensuring that the child attends regularly and is punctual
- Being aware of, and support, the behavioral expectations from the School Code of Conduct
- Communicating and collaborating with school staff about any concerns regarding Student Code of Conduct