

# *Wilson Middle School Student Code of Conduct*

## **STUDENT CODE OF CONDUCT**

WILSON 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.

WILSON 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.

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. Behavior may include use of electronic means (e.g. social media). Consequences of unacceptable behaviour will consider 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.

### ***Definitions***

**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 well-being 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

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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.

Our Code of Conduct outlines the responsibilities of students, staff, and parents at Wilson Middle School.

## **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 the 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 RDL School Student Code of Conduct developed by school leadership, staff, students and community.

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

- Following school expectations (WMS Code of Conduct) on any school-based activity or event outside of school and/or school hours including on school transportation
- Demonstrating behaviours that positively contribute to and honour the school and community.
- Refraining from bullying or bullying behaviour, whether it occurs within the school building, during the school day or by electronic means.
- Reporting and discouraging bullying or bullying behaviour, whether 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.

### ***Consequences and Supporting Student Growth and Wellbeing***

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We believe that consequences must consider 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 considered 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 may include, but is not limited to:

- Behaviours that interfere with one’s own learning, the learning of others, and/or the school environment or that create unsafe conditions.
- Acts of bullying, harassment, or intimidation/discrimination ρ 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 ρ 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

## Progressive Discipline

Wilson Middle School uses a Responsibility Centered Discipline Continuum as noted below, including such evidence-based practices as mentoring, restorative processes, student advisories, peer support networks, regular check ins with teachers or school 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.

WMS Responsibility Centered Discipline Continuum			
Universal	Targeted		Individual
WMS Code of Conduct	Classroom Based	School Based	Family School Liaison Counselor
Student Concerns list at meetings	Seek support from Family School Liaison Counselor, Admin, Learning Coach	Get Real Program and Follow up	Restorative Practices
Restorative Practices Philosophy	Consult with parents	Restorative Practices Family School Liaison Counselor Groups (ex. Social	Support accessed from extended FSD team  Behaviour Support Plan

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Clear expectations as outlined by each classroom teacher	Refer to Student Records	Skills, Friendship Skills)	Non-Violent Crisis Intervention training
Socio-Emotional Learning	Consult colleagues		Collaborative Problem Solving
Digital Citizenship	Review of expectations		Creating a restitution plan
			Loss of privilege
			Prior to suspension

### **STAFF**

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

- Establishing a positive school climate in which structure, support and encouragement is 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 are 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.

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## **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.

Wilson 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 concerns regarding Student Code of Conduct

## **THE WILSON WAY**

Our school community is expected to model the Wilson Way. The Wilson Way is a list of character traits that we believe are important to developing good citizens. Following the Wilson Way includes things like: Respecting school and personal property, taking hats and outdoor shoes off when entering or while in the school, follow adult directions, using appropriate language, standing at attention during Oh Canada, and stopping to listen to announcements.

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LUNCH	LIBRARY	HALLWAYS	RESTROOMS
<b>Respect</b>	<b>Respect</b>	<b>Respect</b>	<b>Respect</b>
Go out for recess immediately when the bell rings	Use quiet voice Use browsing cards properly	Use quiet voice Follow adult directions	Use quiet voice
Follow adult/peer mediator directions	Walk in quietly with adult permission	Keep hands to self	Respect the privacy of others
Include others in games Be a good sport	Use computers respectfully	Walk at all times	Use at designated times
Line up quietly & quickly when bell rings	Follow check out rules	Walk quietly in a line when requested	Keep clean
Responsible & respectful interactions with everyone	<b>Responsibility</b>	Only visit lockers at designated times	<b>Responsibility</b>
	Return books on time	<b>Responsibility</b>	Use before and after recess
	Treat books appropriately and be accountable for books checked out	Put forth best effort	Wash your hands and exit promptly
<b>Responsibility</b>	Bring necessary supplies	Sit and play in designated areas	
Use equipment properly and bring all equipment in	Push in chairs and keep area clean	Label and keep track of your own belongings	
Follow game rules		Accept responsibility for your own behavior	
Respect landscape and plants		Help to keep the school clean	
Play in designated areas			
Dress appropriately for the weather			
Use the break to get ready for the next class			

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TECHNOLOGY	CLASSROOM	GYM	BEFORE/AFTER SCHOOL
<p><b>Respect</b></p> <p>Carry the closed laptops with two hands</p> <p>Place a computer in cart and plug in</p> <p>Follow grade division/teacher expectations</p> <p><b>Responsibility</b></p> <p>Log on and off promptly</p> <p>Use the appropriate programs and for learning purposes</p> <p>Print necessary documents once and track where printed to</p> <p>Follow the rules agreed to on the Acceptable Network Policy</p> <p>Let an adult know immediately or any misuse or damaged technology.</p>	<p><b>Respect</b></p> <p>Use a quiet voice</p> <p>Keep hands to self</p> <p>Follow adult directions Listen to others</p> <p><b>Responsibility</b></p> <p>Strive for excellence:</p> <p>-be prepared -be engaged -try your best</p> <p>Help keep your classroom tidy</p> <p>Eat in your designated area</p>	<p><b>Respect</b></p> <p>Wait for the teacher before getting equipment Play fair</p> <p><b>Responsibility</b></p> <p>Help keep change room clean</p> <p>Be fit, have fun and play safe</p> <p>Put all equipment away at the end of class</p>	<p><b>Respect</b></p> <p>Respectful play in the front for those waiting</p> <p><b>Responsibility</b></p> <p>Before School: ENTER VIA designated DOORS and GO TO ASSIGNED CLASSES.</p> <p>After School: Leave through the appropriate doors.</p> <p>Students need to be dropped off and picked up at designated times (drop off 7:30-8:00 AM; pick up 2:40-3:00 PM)</p>