

CODE OF CONDUCT

Riverside Elementary School is committed to providing a safe, caring and inclusive learning and working environment by promoting respect, responsible citizenship and academic excellence. A positive school climate exists when all members of the school community feel safe, comfortable and accepted.

The Standards of Behaviour outlined apply to all members of the school community, including students, parents and guardians, school staff, volunteers and visitors when:

- on school property;
- traveling on a school bus;
- participating in extra-curricular activities;
- participating in off-site school-sponsored activities; or
- engaging in an activity which will have an impact on the school climate.

A) Standards of Behaviour

All members of the school community are expected to:

- respect and comply with federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect the rights of others and treat one another with dignity and respect at all times, regardless of economic status, race, colour, national or ethnic origin, language group, religion, gender, sexual orientation, gender identity, age or ability;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- demonstrate best effort during all school-based activities.

B) Inappropriate Behaviours

In abiding by **Riverside Elementary School** Standards of Behaviour, all members of the school community are expected to refrain from:

- breaking federal, provincial or municipal laws;
- any behaviour that discriminates based on economic status, race, colour, national or ethnic origin, language group, religion, gender, sexual orientation, gender identity, age or ability, such as racial, homophobic or transphobic comments;
- any violent or bullying behaviour (physical, verbal, social, electronic) that intentionally hurts (physically, socially, or emotionally) another person;
- making derogatory or hateful comments toward an individual or group of people;
- threatening an individual or group of people;
- threatening to damage or destroy property;
- injuring an individual, group of people or property;

- using technology to intentionally abuse or bully another person;
- using technology to interfere with the positive climate of the school;
- using language that is violent, profane or discriminatory;
- wearing clothes that depict violence, profanity or discrimination.

C) Proactive Strategies

Expected behaviours as identified in **Riverside Elementary School** Standards of Behaviour will be encouraged and supported through the school-wide practices listed below.

- Behavioural expectations are discussed with all members of the school community during scheduled meetings.
- Standards of Behaviour for students are reviewed, practised and discussed on a regularly scheduled basis and as needed.
- Standards of Behaviour are applied consistently by all staff.
- Students are presented with a choice of behaviours and related consequences to enable them to make an informed choice before acting.
- Appropriate behaviours are modelled by school staff.
- Appropriate student behaviours are acknowledged by staff.
- Teachers contact parents/guardians to provide feedback on student behaviour and accomplishments.
- Curricular and extra-curricular programs that promote social skill development are available. For example: an Alternate Program, peer mentoring, a Gay-Straight Alliance (GSA), Roots of Empathy, arts and athletics.
- Environmental and/or programming changes are considered.
- Referral for assessment may be considered by the Service Delivery team.
- The student may be referred for counselling.
- Referral to district staff or outside agencies may be considered.
- Teachers consistently document inappropriate student behaviour.
- Focused support is available for small groups and individual students.

D) Reactive Strategies

In response to inappropriate student behaviour, teachers and administrators of **Riverside Elementary School** shall utilize a Reactive Strategy, depending on:

- the level of the behaviour as determined by the school Discipline Plan;
- circumstances of the behaviour:
 - the other people involved (students/staff/etc.)
 - the environment
 - precipitating factors
 - special circumstances
- past reactive strategies utilized for this student and the
- the frequency of the behaviour;
- the student's exceptionality and/or Individual Education Plan (IEP).

Appropriate school response to Level 1 student behaviours (those behaviours which are responded to by the teacher witnessing the behaviour):

- verbal reminders
- model expected behaviour
- re-teach the expected behaviour
- offer choices and consequences of the choices
- home contact
- peer mentoring
- peer counselling
- parent/school conference
- skill building

Appropriate school response to Level 2 student behaviours (student behaviours which are referred to the administration) include strategies listed for Level 1 behaviours, plus:

- natural consequences
- self-reflective exercise
- restitution
- loss of privileges
- monitor behaviour
- mediation
- restorative justice
- restricted access to facilities/activities

