

STUDENT CODE OF CONDUCT POLICY

SCHOOL DISCIPLINE

The school's philosophy on discipline is based on a positive proactive approach which promotes and encourages appropriate student behavior. Total staff ownership of this philosophy is reflected by teachers being responsible for using effective teaching strategies and classroom management skills to minimize and deal with discipline problems. With this philosophy in mind, it is our desire to create, through our Student Conduct Policy, an environment that is welcoming, caring, respectful and safe for all who work, learn and visit our school.

The school's philosophy also focuses on the understanding that students must constantly make decisions as to whether they will contribute positively or negatively within the school setting. Our philosophy reflects the belief that given support, students will make decisions that will help promote a happy and healthy school environment.

It is our belief that close, **ongoing communication between home, school and parish is essential** to this development. We are a Catholic community attempting to follow Christ's word - "*Love one another as I have loved you,*" or "*Do unto others as you would have them do unto you.*" When children set themselves apart from our Christian community by inappropriate behaviors, a progressive discipline method will be employed.

Our conduct strategies emphasize:

- a) the development of self-discipline through understanding the process of natural and logical consequences for one's actions, and
- b) the right of all members of all members of a school community to safety, dignity, and respect.

Keys To Good Behavior



We affirm that the rights set out in the **Alberta Human Rights Act** and the **Canadian Charter of Rights and Freedoms** are afforded to all students and staff members within École Bishop Savaryn School.

We affirm that pursuant to the **Alberta Human Rights Act** and the **Canadian Charter of Rights and Freedoms**, students and staff members are protected from discrimination. More specifically, discrimination refers to any conduct that serves to deny or discriminate against any person or class of persons regarding any goods, services, accommodation or facilities that are customarily available to the public, and the denial or discrimination is based on race, religious beliefs, colour, gender, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status, or sexual orientation.

Communication with parents will be a highlight of this procedure. Home and school will work cooperatively together to establish and maintain a school environment that is welcoming, caring, respectful and safe.

The Student Code of Conduct Policy is developed by our school community, based on input from students, parents and school staff. It is annually reviewed and revised if necessary with staff at the opening meeting in September as well as presented to the School Council for their feedback and input. It is printed in the Student Handbook at the front of the Student Agenda as well as posted on the School Website.

In conclusion, the Edmonton Catholic School District is a Catholic/Christian community, that is inspired by and committed to the following values: Dignity and Respect, Honesty, Loyalty, Fairness and Personal and Communal Growth. It is our belief at École Bishop Savaryn that our Student Code of Conduct Policy reflects these core values and mission statement as an inclusive Catholic/Christian community.

The following outlines the possible consequences of misbehaviors that occur within the school building, during the school day or by electronic means.

MINOR MISCONDUCT

Minor misconduct will be handled "on the spot" by a staff member stopping the students and reminding them of the school wide expectation. Unacceptable behaviour will be identified and students will be encouraged to display acceptable behaviour. Some examples of minor misconducts are:

- running in the hallways
- making excessive noise in the building
- playing in non-designated areas

Use of Different Intervention and Preventative Strategies:

Each teacher will have their own unique classroom behaviour plan that will:

- teach students new and/or desired behaviours
- allow teachers to recognize and reward desired behaviours
- consistently apply consequences for inappropriate behaviour
- instruct students in using the 7 Habits of Happy Kids to grow into positive leaders, as disciples of Jesus.

MAJOR MISCONDUCT

Major misconduct is behaviour that interferes with the orderly functioning of the school and threatens the safety and/or dignity of students or staff. Parents are notified of all major misconduct infractions. Major misconduct includes the following:

- defiance of authority, willful disobedience
- hitting, rough housing, tripping, throwing objects, fighting, spitting
- abusive language/gestures (swearing)
- emotional abuse (put-downs)
- willful destruction of property/stealing
- bullying behavior (physical, verbal, social, cyber) within the school, during the day, or by electronic means.



NOTE: Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

The following discipline measures may be enacted at the discretion of the administration, depending on the age, maturity and circumstances of the individual child avoiding a 'one size fits all' approach:

Out of class time-out

- Student will be asked to leave the classroom and go to a supervised location

In-school Suspension (In accordance with Section 24 of the School Act)

- Student is not included in their regular classroom for a set amount of time.
- Student is placed in a supervised working area.
- Student misbehaving during their suspension will be sent home.
- May require a meeting with student and parents before returning to the classroom.

Out of School Suspension (In accordance with Section 24 of the School Act)

- One to five days at home
- Student will lose extra-curricular privileges for the duration of the suspension.
- Meeting with student and parents before returning to the classroom.

Based on the individual needs of students, a continuum of supports will be provided to students impacted by inappropriate behaviour as well as for students who engage in inappropriate behaviour. Students whose behavior continues to be harmful to themselves or others may be referred for additional support/therapy from trained staff (Educational Assistants) as well as Emotional Behavioural Specialists in the school or in outside agencies. Those impacted by the ongoing unacceptable behaviour of other students may be referred for support/therapy from Emotional Behavioural Specialists as well.

PARENTS WILL BE NOTIFIED BY PHONE CALL AND IN WRITING WHEN THE STUDENT RECEIVES AN IN SCHOOL OR OUT OF SCHOOL SUSPENSION.

Responsibilities of Students:

- Respect yourself and the rights of others in the school.
- Attend school regularly and punctually. Be ready to learn.
- Make sure your conduct contributes to a welcoming, caring, respectful, and safe learning environment that respects the diversity and fosters a sense of belonging in the school.
- Refrain from, report and refuse to tolerate bullying or bullying behaviour and any form of discrimination, even if it happens outside the school or school hours or electronically. You are encouraged to verbally report any bullying or discrimination to an adult in the school that you trust. This ensures that the unacceptable behaviour stops immediately and that the safety of all students is restored. If you need support telling an adult at school you can talk to a parent, relative, coach, mentor, or friend and have them help you report bullying or discrimination to the school.
- Be accountable for your behaviour to your teachers.

Responsibilities of Parents:

- Pay attention to how you talk about other children and the school in front of your child.
- Model kindness. Take responsibility for your mistakes. Model peaceful problem solving when you have a conflict.
- Report any problems at school to the teacher as soon as you can. Problems are easier to solve when they haven't been going on for a long time. The best place to start is with your child's teacher. If you are not satisfied with the results the next step would be to make an appointment with the principal.