

STUDENT CODE OF CONDUCT POLICY

The Code of Conduct supports students and sets out behavioural expectations within and outside the school community. Our Code of Conduct complies with the Education Act and Division expectations. Students are expected to conduct themselves in a manner that safeguards and contributes to a safe and caring environment that fosters and maintains respectful and responsible behaviours.

In our school, the goodness, dignity, and worth of all are recognized, and all are held accountable for their actions. Believing that all people are created in the image and likeness of God, all are capable of good and therefore, inappropriate behaviour is challenged but the individual is affirmed.

Ecole Bishop Savaryn School recognizes the need for a learning environment that is well-ordered, safe, developmentally appropriate, and non-threatening. Students have the opportunity for growth and for choice with the understanding that there are logical consequences that follow their actions to ensure the welfare and security of the entire community. The *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms* are afforded to all students and staff members within the school setting.

École Bishop Savaryn School recognizes that responsibility for student conduct is a shared responsibility between the school, students, parents and the broader community.

Students will:

- refrain from engaging in violence of any kind at school and during school related activities;
- assist in the prevention of violence without putting the student's own safety or well-being at risk, by co-operating with school staff and supporting intervention efforts. Students are encouraged to report incidents of concern to school staff;
- attend school regularly and punctually;
- ensure that the student's conduct contributes to a respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- be ready to learn and actively engage in and diligently pursue the student's education;
- respect the rights of others in the school;

- refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether it occurs within the school building, during the school day or by electronic means;
- comply with the rules of the school and the procedures of the Division.
- cooperate with everyone authorized by the Division to provide education programs and other services;
- Be accountable to the student's teacher and other school staff for the student's conduct; and
- positively contribute to the school and community.

Parents are expected to conduct themselves in a manner that supports a safe and caring learning environment through respectful behaviour within the school community.

A parent has the right to choose the kind of education that shall be provided to his/her child and as a partner in education, has the legislated responsibility to:

- act as the primary guide and decision-maker with respect to their child's education;
- take an active role in the child's educational success, including assisting their child with complying with the child's legislated responsibilities;
- ensure that their child attends school regularly;
- ensure that their conduct contributes to a welcoming, caring, respectful and safe learning environment;
- cooperate and collaborate with school staff to support the delivery of specialized supports and services to their child;
- encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school; and
- engage in the child's school community.

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 or 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.

Encouraging and Supporting Appropriate Conduct

The school's philosophy of discipline is based on a proactive, solution-based, and restorative approach that promotes positive student behavior and learning opportunities. Teachers are responsible for using effective teaching strategies and classroom management skills to minimize and deal with discipline problems. A continuum of supports will be established to provide students with strategies, accommodations, and intervention if necessary. 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 and presented to the School Council for feedback and input. It is linked in the School Handbook at the front of the student agenda and posted on the school website.

The following outlines the possible consequences of misbehaviours 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 staff members stopping students and reminding them of the school-wide expectation.

Unacceptable behaviour will be identified, and students will be reminded to display acceptable behaviour. Some examples of minor misconduct are:

- disrupting the learning environment
- not completing homework
- disrespectful behaviors toward staff
- unkind behaviors toward other students
- lying to staff

Each teacher will have their own unique classroom management plan which includes supportive procedures that will:

- teach students new and/or desired behaviours
- allow teachers to recognize and celebrate desired behaviours
- consistently offer support and learning opportunities for inappropriate behaviors

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:

- repeated occurrence of any minor misconduct
- defiance of authority, willful disobedience
- hitting, fighting, aggressive behaviours
- threatening or intimidation of others
- abusive language/gestures/swearing
- emotional abuse/put-downs
- misuse of technology
- willful destruction of property/stealing
- bringing a weapon to school
- bullying behaviors (physical, verbal, social, cyber) within the school, during the day, or by electronic means

NOTE: Bullying is repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more individuals in the school community, including psychological harm or harm to an individual's reputation. Reports of bullying will be investigated and involve parents and administration. Students can report bullying to teachers, parents, or administration.

Fair, corrective, and restorative interventions will be offered. Involvement of administration, the multi-disciplinary team and support staff may be required to offer strategies to support lagging skills. 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:

Removal from class or activities

- Student will be asked to leave the classroom and go to a supervised location.
- Student will lose extracurricular privileges.

In-School Suspension (In accordance with Section 31 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 who is misbehaving during their suspension will be sent home.
- May require a meeting with the student and parents before returning to the classroom.

Out of School Suspension (In accordance with Section 31 of the School Act) - Severe breach of conduct

The principal may suspend a student from school, from one or more class periods, from transportation or from any school-related activity.

Suspensions:

- One to five days at home
- Student will lose extracurricular 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 support will be provided to students impacted by inappropriate behaviour as well as for students who engage in inappropriate behaviour.

Parents will be notified by phone and in writing when a student receives a suspension.