

St. Anne Catholic School Code of Conduct

Statement of Purpose

Philosophy

Everyone at St. Anne School has the right to be safe and feel welcome. This will help to create welcoming, caring, respectful and safe learning environments which will help to develop lifelong learning skills as well as to prepare all learners to live successfully in our society.

Our 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. The following information is crucial to ensuring that the school's Student Code of Conduct meets both Alberta Education¹ and Edmonton Catholic School District requirements.

The Code of Conduct is based on the following basic beliefs that are the foundation for the Effective Behavioural Guidelines:

- Acceptable behaviour fosters a positive learning environment. A positive learning environment fosters acceptable behaviour
- Every student has the right to feel safe from physical or verbal abuse at school
- Students are responsible for their own actions
- Students are responsible for knowing the rules of the classroom and the school
- Ideal discipline is self-directed and self-controlled
- The school and the home share the responsibility of helping students achieve self-discipline

Values and Beliefs

Teachers, parents and students of St. Anne School are all responsible to ensure that personal conduct contributes to a welcoming, caring, respectful and safe learning environment.

Home and school share the responsibility for teaching and modeling appropriate behavior. Parent, teachers and students will need to work together to build accountability, responsibility, empathy and respect for the dignity of self and others.

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 St. Anne School.

Behavioural Guidelines

We encourage the students of St. Anne School to use the following statement of Rights and Responsibilities as a guide to their behaviour.

Right	Responsibility
1. I have a right to feel safe at school.	1. I will behave safely and allow others to feel safe too.
2. I have the right to express my ideas and opinions in an appropriate manner.	2. I will be an active listener.
3. I have the right to be accepted as an individual and treated with dignity and respect.	3. I will accept the individuality of others by respecting and treating them fairly and with dignity.
4. I have the right to learn and take pride in my achievements.	4. I will be responsible for: -attending school regularly and on time -completing my work to the best of my abilities without interfering with the work of others.

5. I have the right to appropriately use the school's property as well as my own personal property.	5. I will take care of all property as if it were my own.
6. I have the right to learn from my mistakes.	6. I have the responsibility to make restitution for any wrongs that I have done.

Behaviour Expectations

Each student at St. Anne School will be expected to:

- Show respect for the dignity and self-worth of other students, staff, parents and guests and report any behaviours which do not respect the value we place on one another.
- Use appropriate language in the school and on the school ground.
- Show respect for personal and school property
- Contribute to creating a welcoming, respectful, safe and caring school for all students
- Demonstrate Digital Citizenship

whether or not they occur within the school building, during the school day or by electronic means.

Parents must also ensure that their conduct contributes to a welcoming, caring, respectful and safe learning environment.

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.

Bullying²

Students are to refrain from, report and not tolerate bullying or bullying behavior directed towards others in the school, whether or not it occurs within the school building, during the school day, or by electronic means. Students have an obligation to report bullying to a teacher or the administrative team at the school level.

Procedures

Students are taught social interaction skills such as problem solving and conflict resolution. The staff encourages students, through positive reinforcement and modeling, to follow the Behavioural Guidelines.

We attempt to use logical consequences which are just and fair for unacceptable behaviour³, whether or not they occur within the school building, during the school day or by electronic means. Our emphasis is on helping and encouraging personal accountability and acceptance of responsibility. When students do not follow the general guidelines for behaviour, the following will occur:

1. The problem will be discussed with the student using a problem-solving approach: What is the problem? What are some solutions for solving the problem? Which one would work? Which will you try?
2. If the problem persists, the problem-solving approach will again be used with the student, and parents will be notified with a phone call and/or a discipline plan will be sent home that has to be signed. An appropriate plan of action to improve the student's behaviour will be determined which may include missing a favorite activity, working as a volunteer with students, walking with the supervisor. In severe cases or for repeated misbehaviours, an in-school suspension may occur, followed by an out-of-school suspension if the behavior persists or is extreme. Parents will be notified, and a suspension letter will be sent home.
3. Depending on the nature, severity and frequency of the problem, and based on individual needs, a continuum of supports to correct the unacceptable behavior will be implemented which may include other

resource people such as counselors, administrators, psychologist, family liaison workers, mental health consultants or police officers to work with the student, the parents and the school. These supports will also be provided for students who are impacted by inappropriate behaviour

4. In known cases of bullying, attempts will be made to counsel both the victim and the offender.
5. Suspensions from school will range from one-half day to five days. If further serious infractions occur after an out-of-school suspension, students may be recommended for expulsion from the school or District.
6. Severe breach of conduct will be suspended in accordance with Section 12 of the Education Act.

Consequences and events will take into consideration unique student attribute such as age, maturity, and individual circumstances. Examples will include the following components:

- preventative procedures;
- supportive procedures for minor breaches of conduct; and
- fair, corrective intervention to address major breaches of conduct.

Conclusion:

We are hopeful that these steps will result in the following:

- Students will be helped to understand why inappropriate behaviour is unacceptable
- They will be guided in solving the problems they have created
- They will be encouraged toward self-discipline and responsibility for their actions
- Home and school will work together to help students grow and develop into socially responsible persons

Establishing appropriate expectations and a safe and caring learning environment will enable students to act in positive and caring ways, in accordance with the Gospel values that we embrace as Catholics.

Student Code of Conduct Development

The Student Code of Conduct Policy was developed by the school community and

- is based on input from students, parents and school staff
- is reflective of the expectations of students as addressed in legislation and district policies;
- will be communicated in writing to all members of the school community on an annual basis; and
- will be reviewed and adapted as necessary on an annual basis by members of the school community.

1. School Act: Sections 12, 16.1, 16.11, 18, 20, 24, 25, 45, 45.1, 50, 50.1, 60, 61, 105, 113

2. Bullying: repeated and hostile or demeaning behavior by an individual in the school community where the behavior is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation.

3. Unacceptable behavior is all behavior that has an impact on the school or individuals in the school