



Student Code of Conduct

Statement of purpose:

At St. Paul School the student code of conduct exists to help our students learn how to address issues of dispute, develop empathy, and grow into helpful citizens both within and outside of our Catholic school community. By doing this we strive to achieve welcoming, caring, respectful and safe learning environments.

We partner with our students, teachers, staff, school administration, and parent community to support learning, encourage acceptable behaviours, and help our students to assume responsibility for their actions. Together we will create a school environment where every child can succeed.

This is a living document and will be reviewed and adjusted annually with our students, staff, and parent community. By signing the attached confirmation sheet students and families acknowledge that they have both read and understood the intent of this document, and recognize their responsibility in creating a school community that is safe for all.

Our student code of conduct aligns with both the Alberta School Act and the Alberta Human Rights Act and is created in accordance with our district school requirements.

From the Alberta Human Rights Acts our Student Code of Conduct affirms:

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. Paul School.

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.

From Section 12 of the Alberta School Act our Student Code of Conduct recognizes:

A student shall conduct himself or herself to reasonably comply with the following code of conduct:

1. (a) be diligent in pursuing the student's studies;
2. (b) attend school regularly and punctually;
3. (c) co-operate fully with everyone authorized by the board to provide education programs and other services;
4. (d) comply with the rules of the school;
5. (e) account to the student's teachers for the student's conduct;
6. (f) respect the rights of others;

7. (g) ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
8. (h) refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
9. (i) positively contribute to the student's school and community.

Parent Responsibilities:

- (a) To take an active role in the student's educational success, including assisting the student in complying with section 12,
- (b) To ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
- (c) To co-operate and collaborate with school staff to support the delivery of specialized supports and services to the student,
- (d) To 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
- (e) To engage in the student's school community

School wide behaviour expectations:

All students at St. Paul School have the responsibility to contribute to an environment which promotes growth in the Catholic faith, academic achievement and school citizenship.

Students of St. Paul School are expected to;

- Show respect, consideration, kindness, and honesty toward everyone. This includes the feelings of others, personal space, our bodies and the right to learn;
- Follow the rules of the school and classroom;
- Act in a safe and non-threatening manner;
- Accept responsibility for their actions and behaviour;
- Use appropriate language and gestures;
- Treat all school and personal property with care and respect;
- Maintain a reasonable and modest standard of dress as described in the General School Policies.
- Attend school regularly and promptly;

Bullying:

Bullying is defined as:

“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 other individuals in the school community, including psychological harm or harm to an individual's reputation.”

Bullying can take different forms:

Physical – pushing, hitting

Verbal – name calling, threats

Social – exclusion, rumors

Cyber – using the computer or other technology to harass or threaten

Bullying is different from conflict. Conflict is defined as a disagreement or struggle over opposing beliefs, needs, feelings or actions and is a normal part of life. From time to time everyone has conflicts with friends, family, teachers, and co-workers. It is important to learn how to resolve conflict peacefully and recognize the difference between conflict and bullying.

Students will be held accountable for conduct whether it occurs within the school building, during the school day or by electronic means if the conduct negatively affects a member of the school or interferes with the school environment. While school staff are not able to control what students do outside of school, where that behaviour spills into the school environment, there may be consequences for the behaviour. Examples of unacceptable behaviours may include:

- Behaviours that interfere with the learning of others and/or the school environment or that create unsafe conditions.
- Acts of bullying, harassment, or intimidation.
- Physical violence.
- Retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concern.
- Illegal activity such as: possession, use or distribution of illegal or restricted substances,
- Possession or use of weapons,
- Theft or damage to property.

Section 12 (h) of the *School Act* talks about students refraining from, not tolerating, and reporting bullying whether it occurs within the school, during the school day or by electronic means. This means treating others with respect and kindness. If you are kind you can't be a bully. If you are being bullied or if you see someone being bullied, tell an adult. Do you know if your school has a way to report bullying? If yes, do you know what it is? If no, ask an adult in the school to tell you. Some ways to report are:

- tell an adult in the school that you trust
- if there isn't someone at school you can talk to, tell a parent, relative, coach, mentor, friend and have them help you report to the school

Challenging Behaviours and Supports

St. Paul is committed to supporting positive behaviors and responding to and resolving a wide range of infractions and conflicts with appropriate interventions and consequences, taking into consideration unique student attributes such as age, maturity, and individual circumstances.

Challenging behaviors might include but are not limited to;

- Disrupting classes
- Pushing and rough play
- Fighting
- Damage to property
- Obscene language or vulgarity
- Defiance

Consequences in response to challenging behaviors may include, but not in any specific order;

- Reflection time
- Mediation by peers, teacher, administration
- Loss of Privileges
- Time out and debriefing
- Consultation with parents
- Warning letters
- In school suspension
- Out of school suspension

A positive behavior plan may be created that helps to facilitate the renewal of relationships, and to ensure new beginnings for designated students within a nurturing learning environment and shall reflect the model of Christian discipleship. Positive behavior supports may include classroom management strategies and school wide programs that teach pro-social skills, provides support for vulnerable students, and fosters Catholic Values.

Positive behavior interventions may be initiated to re-direct the student's behaviors and encourage him/her to make amends. Consequences to help the student appreciate the seriousness of his/her actions are part of this educative process, along with on-going supports to ensure that negative behaviors are replaced with positive ones. At times, suspensions may be necessary as a just consequence and to protect the safety of others.

**In accordance with section 24 of the School Act, the administrator will determine the length and nature of the in-school or out-of-school suspension based on the severity and/or frequency of any breach of conduct. A student on suspension will have an opportunity to continue learning in an alternate setting. More severe behaviors may result in student expulsion.

Continuum of Supports:

A continuum of supports may be provided to students who engage in inappropriate behaviour as well as for students who are impacted by such behaviours. This may include:

- services provided by the school Inclusive Support team (emotional-behavioural specialist, family-school liaison worker)
- services provided by the Early Learning Multi-disciplinary team (occupational therapist, speech-language pathologist)
- services provided by RCSD and Alberta Health Services (occupational therapist, mental health therapist, speech-language pathologist)

St. Paul Student Code of Conduct Acknowledgement

The students, parents and staff must work together to create a safe and caring environment. It is important for all families and students to be appropriately informed of our Student Code of Conduct and invite you to review and discuss it as a family.

To acknowledge receipt of this information, please complete the following section and return it to your youngest/only child's teacher as soon as possible.

CHILD/CHILDREN 'S Signature:

GRADE

Parent/Guardian Signature:

Date:
