



CORPUS CHRISTI SCHOOL CONDUCT POLICY

STATEMENT OF PURPOSE

At Corpus Christi School, our primary goal, at all times, is to ensure the safety and well-being of all students, staff, volunteers and guests at Corpus Christi School. We strive to create an environment which nurtures the growth of the ‘whole’ child; academically, emotionally, physically, socially and spiritually. As a community of learners, the students, staff and parents of Corpus Christi School share a responsibility to create a safe and caring environment. It is essential that we work together in order to model and encourage our core values of dignity and respect, honesty, loyalty, fairness and personal and communal growth.

Where appropriate, the school will take a proactive stance to support students through services such as Family Liaison Worker, Behaviour Specialist, Psychologist or Mental Health Services.

In the process of growing up, children will occasionally make poor choices or become involved in negative situations. Our conduct policy seeks to respect the uniqueness and dignity of each child and to encourage the children to learn from their mistakes. As partners in education, parents need to be informed of these incidents so that they too can enter into dialogue with their child/children and be positively involved in the learning process.

GENERAL EXPECTATIONS

The students and staff of Corpus Christi are all afforded the rights as set out by the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms* within the school setting.

Discrimination

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.

Expectations of students and school policies are outlined at the beginning of the school year and are regularly reviewed with students. Students and staff at Corpus Christi School aspire to the ideals and core values set out by Edmonton Catholic Schools and Alberta Education Competencies.

ACCEPTABLE (EXPECTED BEHAVIORS) BEHAVIORS FOR STUDENTS

We know that most students behave appropriately most of the time. We also believe that people perform better when they know what is expected of them. We are committed to providing students with a school environment that is both safe and conducive to learning. We are dedicated to teaching students appropriate behavior towards themselves and others. We expect students to attend school regularly, be punctual and to behave in an appropriate manner, which does not interfere with the learning or behavior of others. Students are to conduct themselves in a manner that is respectful.

At Corpus Christi, we are dedicated to learning in a welcoming, caring, respectful and safe learning environment. Anything that interferes with teaching or learning is not allowed. This includes inappropriate dress, gum-chewing, head gear, sunglasses, inappropriate use of electronic devices or games, behavior that is in conflict with our district responsible use agreement, and physical contact between students. Students are to refrain from, report and refuse to tolerate bullying or bullying behaviour, even if it happens outside of the school or school hours or electronically. Inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school.

School-wide expectations are communicated to our students by teachers in classroom discussions, by school administration in assemblies, during morning announcements, through the school newsletter and through our school website. We have set behavioral guidelines for the school as a whole and have asked each teacher to set programs and procedures designed to maximize student learning and responsibility. Since each teacher has a different style, specific expectations and procedures will vary from class to class.

These expectations are in place within the school building, during the school day, or by electronic means.

UNACCEPTABLE BEHAVIORS

The following are considered major forms of misbehavior and will be dealt with severely:

Bullying/Cyberbullying

Section 1(1)(d) of the *Education Act* defines bullying 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, put-downs
- Emotional/Social – exclusion, rumors, extortion of money or possessions, intimidation
- Cyber – using the computer or other technology to harass or threaten

Bullying is not a normal part of growing up and it does not build character. No one should have to put up with bullying. Bullying is a learned behaviour – children and youth often learn bullying behaviours when they either experience being bullied or see it happening to others.

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, co-workers. It is important to learn how to resolve conflict peacefully and recognize the difference between conflict and bullying.

Students are expected to report bullying behaviour as soon as they can after seeing it or experiencing it. Students may do this by telling an adult in the school. Students who are uncomfortable with coming forward to school personnel are encouraged to talk with parents or friends, who could then assist them in notifying the school about bullying.

Bullying or cyberbullying of students could result in an immediate suspension from school. As well, the police may become involved in the investigation of bullying incidents. Bullying is defined in law as “the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted or emotional abuse.” Any person who repeatedly bullies a minor (under the age of 18) in a public place could be subject to a \$250 fine.

Defiance

Any act of defiance, that is, refusing to comply with a reasonable request from a staff member, can result in an immediate suspension.

Physical / Verbal Abuse or Harassment

Physical abuse of any type to anyone could result in an immediate suspension. Verbal intimidation or harassment will also result in an immediate suspension. At Corpus Christi, there is no such thing as “play fighting” – and therefore this will not be considered an acceptable excuse for physical contact with another student. Police may be involved if this is deemed to be appropriate by school administration.

IMPORTANT NOTE: Students who choose to watch or encourage other students in a physical fight might also be suspended from school. The fact that they have an audience encourages those students who are fighting to continue the conflict, as they do not want to “lose face” in front of their peers. Thus, the spectators are viewed by school administration as being a major contributing factor to the continuation of the fighting, and they will be treated accordingly.

Improper or Profane Language

The use or display of improper or profane language could result in a suspension from school. Students who use profane language in addressing a teacher will be suspended from school.

Vandalism or Willful Damage to School Property

Vandalism or willful damage to school property will result in an immediate suspension and/or service within the school community depending on the circumstances. Students will be expected to pay fully for any damages caused deliberately or through carelessness.

*Service within the school community occurs when a student is assigned to do work to assist any of the adults in the school (i.e.: teachers, custodians, support staff). This is for a specific number of hours in a specified period of time.

Theft

Theft of property, either from the school or from another person is strictly prohibited and will result in a suspension. Restoration of the stolen property is mandatory. In some instances, cases of theft are referred to the police.

Illegal Drugs or Substances

Possession or use of illegal drugs or substances on school property or in sight of school property will result in an immediate suspension and may lead to expulsion from the school. In cases of drug use, the police will be involved in the investigation and charges could be laid.

Behavior Dangerous to Self or Others

Students who engage in reckless or dangerous behavior will be suspended from school. If appropriate, the police will also be involved in the investigation.

Weapons

Possession of a weapon or presentation of any object meant to threaten or intimidate will result in an immediate suspension. Any weapons brought to school will be confiscated and turned over to the police. Police may be involved if this is deemed to be appropriate by school administration.

IMPORTANT NOTE: This rule also applies to toy knives and guns. Simulated weapons will be treated in the same fashion as real weapons. They have no place in a school environment.

Repeated Violation of General Expectations

Repeated violation of general expectations or a continual disregard of classroom rules will result in an out-of-school suspension.

SUPPORTS FOR IMPACTED STUDENTS

There are a variety of supports available to students that have been impacted by inappropriate behavior. The duration and nature of the supports in place will be determined by school staff based on an individual student basis.

- Connection with one or more of the following professionals: School STAY Advisor, Family School Liaison Worker, Registered Psychologist, Emotional Behaviour Specialist.
- A variety of support groups are offered on an as-needed basis. Some of the groups available include, but are not limited to: Confidence Club, The Unthinkables, Making Friends, Superflex, Expected vs Unexpected Behaviours.

CONSEQUENCES FOR UNACCEPTABLE BEHAVIOR

We concentrate on positive behavior and attitudes; however, there are times when a student has difficulty recognizing their responsibility as a student. In such cases, we have outlined a number of possible consequences for behavior. When a student behaves inappropriately, they can expect that the staff member present (teacher, administrator, teacher assistant, support & caretaking staff) will take the most appropriate action. One or more of the following can be expected to occur:

- Verbal reprimand
- Restriction of privileges and activities
- Noon hour detention of student
- Parental involvement.
- Parent-student conference with school staff
- Verbal or written apology by student
- Problem solving, monitoring or reviewing behavior expectations
- Replacement or repair of damaged property
- Temporary exclusion of student from class
- Bus suspension for students riding the bus
- In-school suspension (as per Section 12 of the School Act)

- Out-of school suspension (as per Section 12 of the School Act)
- Referral to Attendance Board
- Behavior contract
- Involvement of outside agencies
- Involvement of Police
- Expulsion (as per Section 24 of the School Act).
- Record of incident retained in PowerSchool.

In dealing with inappropriate behaviors, consequences are fair, but not always equal. A number of factors are taken into account when dealing with inappropriate behavior. As might be expected, the more serious the behavior, the more severe the consequence. The nature and circumstances of the incident, as well as frequency of misbehavior, and age of student are also considered.

Role of Parents

A parent has the prior right to choose the kind of education that shall be provided to the parent's child, and as a partner in education, has the responsibility to

- (a) act as the primary guide and decision-maker with respect to the child's education,
- (b) take an active role in the child's educational success, including assisting the child in complying with section 12,
- (c) ensure that the child attends school regularly,
- (d) ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
- (e) co-operate and collaborate with school staff to support the delivery of specialized supports and services to the child,
- (f) 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
- (g) engage in the child's school community