

ST. BONIFACE STUDENT CODE OF CONDUCT POLICY

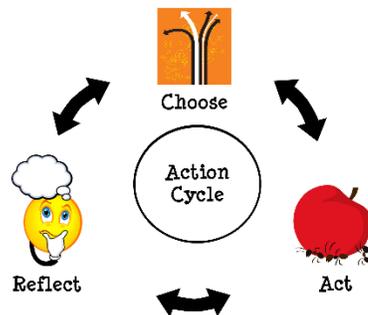
The purpose of establishing a Student Code of Conduct Policy is to ensure our school creates and maintains a welcoming, caring, respectful and safe learning environment for all students and school staff. This Student Code of Conduct Policy is created and followed within our school community to ensure a balance between individual and collective rights, freedoms and responsibilities. The Policy establishes the expectations for student behaviour while at school, during the school day, when using electronic formats or while engaging in any activity that may have an impact on others in the school.

By supporting the development of IB learner profile attributes, we encourage students to make positive choices, act appropriately and reflect on their actions, to foster their own personal growth.

This Student Code of Conduct Policy is reviewed and adjusted annually by staff, school council members and students. It is reflective of the expectations of students as addressed in legislation and district procedures. It is then reviewed with students at the beginning of the school year.

At St. Boniface, we affirm the following:

- † 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. Boniface
- † 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



EXPECTATIONS FOR APPROPRIATE BEHAVIOUR

Expectations of students and school rules are outlined at the beginning of the year and are regularly reviewed with students. Students are expected to conduct themselves according to the requirements set out in Section 12 of the Alberta School Act (2015).

A student, as a partner in education, has the responsibility to:

- (a) attend school regularly and punctually,
- (b) be ready to learn and actively engage in and diligently pursue the student's education,
- (c) 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,
- (d) respect the rights of others in the school,
- (e) 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,
- (f) comply with the rules of the school and the policies of the board,
- (g) co-operate with everyone authorized by the board to provide education programmes and other services,
- (h) be accountable to the student's teachers and other school staff for the student's conduct, and
- (i) positively contribute to the student's school and community.

The School Act also empowers the teachers and principal with the disciplinary authority needed to enforce this code.

St. Boniface School is committed to providing students with a school environment that is both safe and conducive to learning. We are dedicated to teaching students appropriate behaviour towards themselves and others. We expect students to behave in an appropriate manner, which does not interfere with the learning or behaviour of others. We believe that people perform better when they know what is expected of them. Students are to conduct themselves in a manner that is respectful. School-wide expectations are communicated to our students by teachers in classroom discussions, by school administration in assemblies, during morning announcements and through the school newsletter and Student/Parent Agenda. We have set behavioural guidelines for the school as a whole and have asked each teacher to apply programmes 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.

The school has supports (school staff, Emotional Behavioural Specialist, Family School Liaison Worker) in place to support those students in correcting unacceptable/inappropriate behaviour.

ADDRESSING UNACCEPTABLE BEHAVIOURS

We concentrate on positive behaviour 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 behaviour. Consequences and events will take into consideration unique student attributes, such as age, maturity and individual circumstances.

There will not be a “one size fits all” approach as this is inconsistent with the School Act.

When a student behaves inappropriately, they can expect that the staff member present (teacher, administrator, teacher assistant, support or custodial staff) will apply the most appropriate action. That action may include preventative procedures, supportive procedures for minor breaches of conduct and fair, corrective interventions to address major breaches of conduct.

One or more of the following can be expected to occur.

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| † Verbal reprimand | † Temporary exclusion of student from class |
| † Restriction of privileges and activities | † Bus suspension for students riding the bus |
| † Detention of student | † In-school suspension |
| † Parental involvement | † Out-of-school suspension |
| † Parent-student conference with school staff | † Referral to Attendance Board |
| † Verbal or written apology by student | † Behaviour contract |
| † Problem solving, monitoring or reviewing behaviour expectations | † Involvement of outside agencies |
| † Replacement or repair of damaged property | † Involvement of police |
| | † Expulsion |

Students may be restricted from participating in activities that are considered as privileges or as extra-curricular. Students may be disallowed to attend curriculum-based field trips at the discretion of the classroom teacher or administration due to safety of all. If not given permission to attend these field trips, then the curricular outcomes addressed by the field trip will be met by an alternative means.

As might be expected, the more serious the behaviour, the more severe the consequence. The nature and circumstances of the incident, as well as frequency of inappropriate behaviour and the age of student, are also considered. The following are considered major forms of inappropriate behaviour and will be dealt with severely, whether or not they occur within the school building, during the school day or by electronic means.

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| † Bullying (repeated behaviour that involves a threat or harm against another person) | † Repeated violation of general expectations |
| † Open opposition/defiance to authority | † Continual disregard of classroom rules |
| † Physical or verbal abuse | † 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 is forbidden if 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 |
| † Profanity | |
| † Use or display of improper or profane language | |
| † Willful damage to property | |
| † Theft | |
| † Possession or use of illegal drugs or substances | |
| † Behaviour dangerous to self or others | |
| † Possession of a weapon or presentation of an object intended to threaten or intimidate | † Contravention of the code of conduct set out in the Alberta School Act (2015) |

BULLYING

Bullying is defined as repeated 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 (whether at school, out-of-school or online). Any form of bullying will not be tolerated. Each situation is unique and will be dealt with as such. Students are responsible to report bullying to any adult they trust. This may be done using any form of communication. The school has supports (school staff, Emotional Behavioural Specialist, Family School Liaison Worker) in place to help those who are affected by bullying or other inappropriate behaviour.

SUSPENSION

In accordance with Section 24 of the Alberta School Act, the principal may suspend a student if in the opinion of the teacher or principal the student has: (a) failed to comply with Section 12 of the Alberta School Act, or (b) the student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school.

- † A student can be suspended from school for a period of up to five days – parents will be informed of the suspension and a letter will be sent home
- † While at home, the student will be responsible for work missed
- † Following a suspension, a student may be required to come in with their parents/guardians to discuss the student's commitment to positive behaviour
- † According to Section 12 of the School Act, the school may recommend that the student be expelled

SUPPORT

Support will be given to a student in order to help them learn how to correct behaviours and/or learn how their behaviours impact others. Whether supports and/or consequences are given for unacceptable behaviours will be at the discretion of the administration and teachers. Forms of preventative procedures, supportive procedures and/or fair and corrective interventions will be looked at when deciding upon an appropriate consequence.

Possible supports to address unacceptable behaviours:

- † Mentoring (from a peer, staff member or other agencies)
- † Restorative process (student is involved in a process to restore relationship between them and the offended)
- † Counselling (from school staff or other agencies)
- † Regular check-ins with school staff – monitoring of student to ensure acceptable behaviours are being followed

All students that have been at the receiving end of unacceptable behaviours will also receive supports if they are needed or required. Supports that are available, but not limited to, are:

- † Counselling (from school staff or other agencies)
- † Regular check-ins with school staff
- † Restorative process (student may be involved in a process to restore relationships with them and the offender)
- † Monitoring the student and the offender to make sure that acceptable behaviours are being followed
- † Mentorship and/or peer support to assist the student coping with the incident

RESPONSIBILITIES

Students learn best in a positive learning environment. We expect students and parents to recognize their responsibility in developing student behaviour and conduct and that the partnership between home and school is vital to student success.

STUDENTS

Students will meet the expectations for behaviour while on school property or when involved in any school-sponsored or related activities. Students will exercise their responsibilities to use their God-given talents and abilities to gain maximum learning benefits from their school experiences. We expect that they will contribute to a positive learning environment.

In addition to expectations for behaviour laid out in Section 12 of the Alberta School Act (2015), we expect that students will:

- † Assume responsibility for their actions and choices
- † Demonstrate the IB attitudes of creativity, integrity, tolerance, enthusiasm, commitment, appreciation, independence, cooperation, respect, empathy, confidence and curiosity
- † Seek help from staff to assist in problem-solving
- † Report to their homeroom teacher or to an administrator any student who contravenes the Student Code of Conduct Policy. This may be done through disclosure to a parent who would then report the behaviour
- † Respect and celebrate our Catholic identity

PARENTS

We expect that parents will:

- † Send children to school rested, well-fed, appropriately dressed and mentally ready to engage in learning
- † Inform the school about essential information
- † Review our Student Code of Conduct Policy with their children and ensure their children's understanding
- † Monitor homework assignments and assist when necessary
- † Work with the school to resolve student behaviour issues as they pertain to their child
- † Report information disclosed by their child as it pertains to the Student Code of Conduct Policy
- † Assume responsibility for their child's behaviour