



St Teresa School **Student Code of Conduct**

Philosophy

Honouring academic, spiritual, physical and emotional human potential is an educational goal of St. Teresa School.

Our ultimate goal will be to establish student expectations that will foster the ability for students to be responsible for their own behaviour, with the emphasis on respecting the dignity and self-worth of all individuals in the Catholic Christian Community of St. Teresa School.

Student behavior is a shared responsibility between the home and the school. At St. Teresa we believe that every student and staff member has the right to be in a school environment where they feel safe and respected.

We will work together to learn which types of behavior are respectful and which are disrespectful. Together we will work on providing a positive learning environment where each individual will be successful. Students should always strive to 'Be the Best They Can Be', while at school. This also includes to/from school, while waiting for the bus, on the bus, in the hallways, during lunch, while at recess, on fieldtrips, during assemblies, celebrations and while in class. This also reflects that we teach our students to be responsible digital citizens.

Believing that all people are created in the likeness and image of God, we follow in Jesus' footsteps in all that we do.

As such, we know that as per our School Code of Conduct and the *Alberta Human Rights Act* ("AHRA"). Section 4 of the AHRA sets out the prohibited grounds of discrimination in the

provision of goods, services, accommodation or facilities (education is considered a “service” under the AHRA). The AHRA prohibits discrimination on the basis of an individual’s race, colour, ancestry, place of origin, religious beliefs, gender (including pregnancy, sexual harassment, and gender identity), physical disability, mental disability, marital status, family status, source of income, or sexual orientation.

Communication

Teachers, students and parents will work together, as we each have an important role to play to support the efforts of school staff in maintaining a welcoming, caring, safe and respectful learning environment for all students.

The Conduct Policy will be shared with the students and we will seek input from with the staff in August, the school community at the Parent Council Meeting every September and reviewed in May. It will also be posted in the Student Agenda and on our school website.

Student Behaviour Expectations:

Under Section 12(g) of the *School Act*, students have the responsibility to ensure that their conduct contributes to a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging.

Section 12 of the *School Act*, sets out student responsibilities. Failing to comply with Section 12 of the *School Act* may be grounds for suspension or expulsion under sections 24 and 25 of the *School Act*; therefore, the code of conduct should encourage compliance with Section 12.

Examples of acceptable behaviours that reflect these responsibilities include:

- ✧ Respect yourself and the rights of others in the school.
- ✧ Make sure your conduct contributes to a welcoming, caring, respectful and safe learning environment in the school that respects the diversity and fosters a sense of belonging of others in your school.
- ✧ Refrain from, report and refuse to tolerate bullying or bullying behavior , whether it occurs within the school building, during the school day or by electronic means
- ✧ Inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school.
- ✧ Act in ways that honours and appropriately represents you and your school.
- ✧ Attend school regularly and punctually.
- ✧ Be ready to learn and actively engage in and diligently pursue your education.
- ✧ Know and comply with the rules of your school.
- ✧ Cooperate with all school staff.
- ✧ Be accountable for your behaviour to your teachers

- ✧ All students have the right and responsibility to learn in a welcoming, respectful, safe and caring environment.
- ✧ Attend school regularly and punctually.
- ✧ All teachers have the right and responsibility to teach in a safe and caring environment.
- ✧ A student does not have the right to interfere with the learning of other students.
- ✧ Know and comply with the rules of the school.
- ✧ Cooperate and comply with all school staff.

Behaviour Expectations:

Each student at St. Teresa will be expected to:

- ✧ Show respect for the dignity and self-worth of other students, staff, parents and guests.
- ✧ Use safe contact when interacting with others.
- ✧ Use appropriate language in our school and on the school grounds.
- ✧ Show respect for personal and school property.
- ✧ Contribute to creating a productive and supportive learning environment.
- ✧ Contribute to creating a safe school for all students.
- ✧ Cooperate with all staff.

We believe all students attending St. Teresa School will be able to meet these behavioural expectations which contribute to a Catholic framework, that respects the Core Values of our Catholic schools of Dignity and Respect, Fairness, Personal and Communal Growth, Honesty and Loyalty.

Parent Expectations:

Parents have a responsibility under section 16.2(b) of the *School Act* to help their child meet his/her responsibilities. Parents can help their children in many ways. Some examples include:

- ✧ model kindness
- ✧ pay attention to how you talk about other children and the school in front of your child
- ✧ take responsibility for your mistakes
- ✧ report any problems at school to the teacher as soon as you can. Problems are easier to solve when they haven't been going on for a long time. The best place to start is with your child's teacher. If you are not satisfied with the results of this conversation, the next step would be to make an appointment to speak with your child's principal
- ✧ model peaceful problem solving when you have a conflict

Section 16.2(b) of the *School Act* says that parents also have a responsibility to contribute to a welcoming, caring, respectful and safe learning environment. Parents have an important role to play whether they are in the school regularly or not. Some examples include:

- ✧ speaking respectfully to and about school staff

- ✧ speaking positively about the school, staff, other students and their families in front of your child
- ✧ making appointments to ensure the person you want to speak with has sufficient time to have a focused conversation. Drop off and pick up times are not ideal for you or for the teacher
- ✧ communicating with the teacher or other school staff – e.g. positive notes or emails to your child’s teacher and/or other school staff, positive comments when you drop off or pick up your child

Note: Decisions regarding consequences imposed on one student cannot be shared with parents/family of other students. While this can be frustrating it is necessary and important to protect everyone’s privacy.

A Problem-Solving Approach

If a student chooses to interfere with the teaching/learning process, the teacher will attempt to resolve the problem based on the classroom expectations and the behaviour expectations outlined in the conduct policy. If necessary, a conduct referral will be issued to the student to complete and present to the office and parents. Three minor or one major conducts will result in removal from the class. If the problem is not resolved at the classroom level, the student will be sent to the office and will remain there until contact is made with one of the administrators.

A problem-solving approach will be used by the administration to help each student:

- ✧ identify and take ownership of the problem,
- ✧ seek alternative solutions to the problem,
- ✧ select the most appropriate solution to the problem, and
- ✧ return to his/her classroom with a positive solution that will be communicated to the teacher.

This ensures an opportunity for a positive re-entry back into the classroom.

Where possible, preventative procedures are in place to redirect unacceptable behaviors. Intentional instruction in self-regulation and social and emotional skills may be taught. Intervention with specialized supports may be accessed, e.g., full-time Emotional Behavior Specialist, Family School Liaison Worker, Learning Coach, RCSD team. Outside services are requested as needed and in discussion with parents.

Parents may be invited to the school to assist in the development of a positive behaviour plan. The student will participate in the discussion and solution to the problem. Possible referral for specialized assistance may be recommended at this time.

Minor Breach of Conduct

These can be described as inappropriate language, bumping or pushing on the playground, not following classroom or school expectations, and other minor incidents. The teacher/staff member will use his or her discretion in determining whether or not it is minor or major. Administration may be consulted.

When a minor misbehavior occurs, the staff will implement the following supportive procedures :

- ✧ A warning to the student followed by discussion of classroom/school expectations.
- ✧ Ask the student to explain and demonstrate appropriate behavior
- ✧ The student will have an appropriate time out (5 to 15 minutes under adult supervision)
- ✧ Request an apology (written or verbal, depending on the age of the student)) which includes reason for apology and future actions, if appropriate

- ✧ Use natural consequences such as, a student may be asked to walk with the supervisor at recess time if they are not able to play well at recess, write a letter of apology or demonstrate an act of kindness.
- ✧ The teacher may when necessary, suspend the student from one class period (send the child to the office) at which point the teacher will provide students with the work that would be covered in class.
- ✧ Teacher will log incident into Powerschool.

At St. Teresa School we have identified the following behaviours as major offences:

- ✧ Fighting, play fighting, unsafe contact or any form of physical abuse
- ✧ Emotional abuse
- ✧ Abusive language or gestures
- ✧ Stealing
- ✧ Vandalism
- ✧ Defiant or continuously disruptive behavior.

When the behavior plan is implemented and there is a major behavior concern or a situation that is deemed as unacceptable behavior the staff / administration will determine what has happened

, who was involved and fair, corrective interventions will be determined . Based on individual needs, our policy will contain a continuum of supports to correct the unacceptable behavior.

Consequences for unacceptable behaviour :

- ❖ Reflection time
- ❖ Conversation with their peers, teacher , school staff member ,school administration
- ❖ Loss of /restriction of privileges and activities
- ❖ Time out
- ❖ Service to the school
- ❖ Repair or restore damages
- ❖ Phone call home/conversation with parents
- ❖ Letter home explaining inappropriate actions by students
- ❖ Bus suspension for students misbehavior while riding bus
- ❖ In school suspension
- ❖ Out of school suspension in accordance with Section 12 of the School Act
- ❖ Recommendation for Expulsion
- ❖ Referral to the Attendance Board
- ❖ Incident will be logged into PowerSchool

At St. Teresa School we work with parents and students to ensure that a continuum of supports will be provided to students who are impacted by inappropriate behavior as well as for students who engage in inappropriate behavior.

As per the *School Act*:

DEFINITION OF BULLYING

Section 1 (1)(b.1) of the *School Act* defines bullying as:

“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.”

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

Reporting bullying behavior:

Bullying or cyberbullying of students could result in an immediate suspension from school. Students are expected to abide by the school code of conduct when travelling to and from the school. Accordingly, students may be disciplined for violations which occur off of school property and outside of instructional hours if such violations adversely affect students or the operation of any school.

Section 12(h) of the *School Act* talks about students refraining from, not tolerating, and reporting bullying whether it occurs at school or outside of school or by electronic means like texting, social media. This means treating others with respect and kindness. Some ways to report bullying 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

Procedures for In-School Suspension

Each and every situation will be dealt with on an individual basis.

- ✧ The student will be placed in an appropriate space where he/she will work in isolation.
- ✧ A problem-solving approach by one of the administrators will be initiated, assisting the student in making better choices.
- ✧ Parents will be notified by the teacher or administrator.

Procedures for Out-Of-School Suspension

Based on the seriousness of the situation, the following procedures will be put into place if it becomes necessary to remove a student from the school community

- ✧ Parents will be contacted.
- ✧ A written letter outlining the circumstances for the suspension will be forwarded to the parents.

- ✧ The student will stay home for the prescribed days and return with his/her parents.
- ✧ A formal record will be submitted to PowerSchool.

Each student and each situation is different. In every situation we will attempt to act in the best interests of the student, the class and the teacher.

We will provide supportive procedures for minor breaches of conduct and we will be fair when addressing major breaches of conduct.

Community Service

We also believe some of the behaviours such as fighting, foul language, disrupting classes and teasing other children weaken our community. They make St. Teresa a less positive environment for all. We will ask students who disrupt our community to put something back by way of community service. This service will be performed during recess, and will encourage the student to contribute and strengthen our environment.

HOME /SCHOOL CONTRACT STATEMENT

I have read and reviewed with my child all of the information contained in this agenda including the conduct policy.

Date _____

Student Signature _____

Parent Signature _____

Homeroom Teacher _____