

ST. ELIZABETH SETON SCHOOL CONDUCT POLICY

Reviewed 5/20/2022

STATEMENT OF PURPOSE

St. Elizabeth School aims to create a welcoming, caring, respectful and safe learning environment for all members of the school community. The Conduct Policy is followed and enforced within our school community to ensure a balance between individual and collective rights, freedoms and responsibilities.

GENERAL EXPECTATIONS

St. Elizabeth Seton School 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. 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.

The Student Conduct Policy is reviewed on an annual basis by parents, students and school staff and is revised as necessary in response to feedback from the parties listed above. Expectations of students and school policies are outlined at the beginning of the school year and are regularly reviewed with students. The Conduct Policy is printed in student handbooks and is posted on the school website.

RESPONSIBILITIES OF MEMBERS OF OUR SCHOOL COMMUNITY

All members of our school community - students, parents and staff - are expected to model and promote behavior that contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. Parents and school staff have the responsibility to help students meet their responsibilities.

Student responsibilities:

- be diligent in pursuing their studies
- attend school regularly and punctually
- respect the rights of others
- comply with the rules of the school
- co-operate fully with everyone authorized by the board to provide education programs and services
- account to the student's teachers for the student's conduct
- 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
- 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
- positively contribute to the student's school and community ~ *Alberta School Act, Section 12*

Parent responsibilities:

- to take an active role in the student's educational success, including assisting the student in
- complying with section 12 of the Alberta School Act
- to ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment
- to co-operate and collaborate with school staff to support the delivery of specialized supports and services to the student
- 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
- to engage in the student's school community ~ *Alberta School Act, Section 16.2* ~

Staff Responsibilities include:

- educate students by fulfilling the mandate of the Alberta Education curriculum and our Catholic faith
- deliver appropriate educational programming that meets the needs of all students and enables them to be successful
- encourage, foster, and advance collaborative, positive and respectful relationships with students, parents, colleagues
- model mutual respect, Catholic values and conduct that contributes to a welcoming, caring,
- respectful and safe learning environment
- adhering to the conduct policy while providing consistent and fair discipline which is respectful and maintains the dignity of the student
- administer consequences for inappropriate and/or unacceptable behaviors.
- maintain open communication, be accountable and provide assurances to students and parents with regard to student learning outcomes
- review conduct policy with students
- communicate classroom expectations
- recognize diversity and individual differences
- respect confidentiality
- provide supports, as appropriate, for individuals impacted by and those engaging in inappropriate behavior or discrimination. Supports could include meeting with our Student Services personnel including but not limited to: Psychologists, Family School Liaison Social Workers, Emotional Behavior Specialists, Behavioural Therapists, FNMI Transition Coaches or others on an individual basis

ACCEPTABLE BEHAVIORS

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. St. Elizabeth Seton 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 behavior towards themselves and others. We expect students to behave in an acceptable manner, which does not interfere with the learning or behavior of others. Students are to conduct themselves in a manner that is respectful.

Students Can Contribute to Creating a Positive Learning Environment by:

- speaking to their friends about their behaviour (in a nice way) when they are not contributing to a welcoming, caring, respectful and safe environment
- greeting visitors to their classroom or school
- being friendly and helpful towards students that are new to the school and others

- sitting with someone who is alone at lunch, inviting someone to join games or sit with their group outside, or working together to complete a project
- keeping our school and school grounds clean and tidy
- coming to school/class on time and as prepared as possible
- treating everyone with respect, even if they don't agree with different beliefs and/or values
- having empathy for others
- following classroom and school expectations so everyone is able to learn
- not engaging in behavior such as teasing or making fun of others because no one should feel afraid or nervous about coming to school ~ *Excerpted from The Society for Safe and Caring Schools and Communities, Series on Alberta's Education Act, November 2014 ~*

Parents Can Help Students Meet Their Responsibilities by:

- modelling kindness
- paying attention to how they talk about other children and the school in front of their children
- taking responsibility for their mistakes
- reporting any problems at school to the teacher as soon as they can
- if parents are not satisfied with the results of the conversation, the next step is to make an appointment to speak with the principal
- modelling peaceful problem solving when you have a conflict ~ *Excerpted from The Society for Safe and Caring Schools and Communities, - Series on Alberta's Education Act, November 2014*

GENERAL EXPECTATIONS FOR BEHAVIOR

At St. Elizabeth Seton, we are dedicated to providing a learning environment which is welcoming, caring, respectful and safe. 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 contravenes our district responsible use agreement, and physical contact between students. 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.

CONSEQUENCES FOR INAPPROPRIATE 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, whether the behavior occurs within the school building, during the school day or by electronic means. When a student behaves inappropriately, they can expect that the staff member present (teacher, administrator, teacher assistant, support, or custodial 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
 - In-school suspension
 - Out of school suspension

- Referral to Attendance Board
- Behavior contract
- Involvement of outside agencies
- Involvement of Police
- Expulsion
- Record of incident retained in PowerSchool

We believe that when dealing with inappropriate behaviors, the consequences are fair, but not always equal. Typically, the more severe the behavior, the more severe the consequence. A number of factors are considered when dealing with inappropriate behavior; the nature and circumstances of the incident, as well as frequency of misbehavior, and unique student attributes such as age, maturity and the individual circumstances of the student are also considered.

UNACCEPTABLE BEHAVIOR

Unacceptable behavior could result in a suspension from school under Section 24 of the School Act. The following are considered major forms of misbehavior and will be dealt with severely, whether they occur within the school building, during the school day or by electronic means.

Bullying/Cyberbullying:

Alberta Education defines “Bullying” as: “a repeated and hostile or demeaning behaviour intended to cause harm, fear or distress, including psychological harm or harm to a person's reputation. It often involves an imbalance of social or physical power.”

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. In addition, 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 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, could result in one of the consequences listed above, including a suspension from school.

Physical/Verbal Abuse or Harassment:

Physical abuse of any type to anyone could result in a suspension from school. Verbal intimidation or harassment could also result in a suspension from school.

* NOTE: Students who choose to watch or encourage other students in a physical fight could be suspended from school. An audience encourages those students who are fighting to continue the conflict, and as such, the spectators are viewed by school administration as being a major

contributing factor to the fight. Those watching and/or encouraging a fight will be dealt with accordingly.

Improper or Profane Language:

The use of or display of improper or profane language could result in a suspension from school. Students who use profane language towards a teacher or staff member may be suspended from school.

Vandalism or Willful Damage to School Property:

Vandalism or willful damage to school property could 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.

* Note: Service within the school community occurs when a student is assigned to assist with school service under the supervision of a teacher, support staff, custodian, or other staff member) for a specific number of hours within 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 may be turned over to the Police. Police may be involved if this is deemed to be appropriate by school administration.

* NOTE: Simulated weapons are also prohibited and have no place in a school environment.

Conduct on School Buses/Terminals:

To ensure student safety, students are required to behave in a reasonable and safe manner as requested by the bus driver and the transportation company. We work collaboratively with Edmonton City Police and Transit to ensure our students are kept safe.

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.

