

Code of Conduct Policy

EXPECTATIONS OF STUDENTS

At École St. Cecilia Junior High excellence is part of our school culture! Our students have a tradition of excellence in the areas of academics, arts, athletics, attitude, and behavior.

In our mission of promoting excellence, we expect students to:

- Embody Catholic attitudes, behaviors, and values
- Have regular and punctual attendance
- Take part in all school activities and projects
- Be respectful of peers, staff, and property
- Respect the rights of others
- Strive for high levels of personal achievement
- Be good ambassadors in the larger community

STATEMENT OF PURPOSE

At École St. Cecilia Junior High Students are expected to conduct themselves in a manner that safeguards and contributes to a safe and caring environment that fosters and maintains respectful and responsible behaviours. Every individual plays a vital role in respecting diversity and fosters a sense of welcome and belonging for all members of the school community.

GENERAL EXPECTATIONS

Our goal is for students to be responsible for their behavior. Our priority is to establish and maintain an appropriate balance between individual and collective rights, freedoms, and responsibilities in our school community. Our code of conduct is in place to help students learn how to address issues of dispute, develop empathy, and become good citizens both within and outside of the school community.

The St. Cecilia community believes that we are called to recognize the divine in each person and that we are all children of God. We uphold the Alberta Human Rights Act (AHRA) where all persons are equal in dignity and rights and responsibilities.

We affirm that the rights set out in the Alberta Human Rights Act (AHRA) refers to any conduct that serves to deny or discriminate against any person or class or persons regarding any goods, services, accommodations, or facilities that are customarily available to the public is forbidden if the denial or discrimination is based on:

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|---------------------------------|----------------------|--------------------|
| • Race | • Religious beliefs | • Color |
| • Gender | • Sexual harassment | • Age |
| • Gender identity | • Sexual orientation | • Place of origin |
| • Physical or mental disability | • Ancestry | • Source of income |
| • Marital status | • Family status | |

With this in mind, our community members are expected to behave in a Christ-like, self-disciplined, and responsible manner when interacting with others ***in the school building, outside of school or school hours, or electronically.***

Acceptable Behaviors	Unacceptable Behaviors
Students will: ⇒ Respect yourself and the rights of others in the school. ⇒ Refrain from, report, and refuse to tolerate bullying or bullying behavior, 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. ⇒ Act in ways that honors and appropriately represents you and your school. ⇒ Attend school regularly and punctually. ⇒ Refrain from engaging in violence of any kind at school and during school related activities. ⇒ Assist in the prevention of violence without putting the student's own safety or well-being at risk, by co-operating with school staff and supporting intervention efforts. Students are encouraged to report incidents of concern to school staff ⇒ Be ready to learn, 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 behavior to your teachers and other school staff. • Contribute positively to your school and your community. Refrain from engaging in violence of any kind at school and during school related activities.	Behaviors that interfere with the learning of others and/or the school environment or that create unsafe conditions. ⇒ Acts of bullying*, harassment, or intimidation. *See "Peer Conflict, Mean Behavior & Bullying" table for definition. ⇒ Retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concern. ⇒ Physical violence ⇒ Use of profane language ⇒ Defiance ⇒ Reckless or dangerous behavior ⇒ Illegal activity such as: • possession, use, or distribution of illegal or restricted substances • possession or use of weapons (real or fake) • theft or damage to property <u>Important:</u> ▪ Police will automatically be involved in the investigation of illegal activities and charges could be laid. ▪ Spectators to physical violence are a major contributing factor to its continuation. Being a spectator to physical violence is considered a serious offence.

Note: According to Alberta's Education Act, while school staff are not able to control what students do outside school... students will be held accountable for conduct that occurs outside of the school building, school day, or electronically if the conduct negatively affects a member of the school or interferes with the school environment.

CONSEQUENCES OF UNACCEPTABLE BEHAVIOURS

St. Cecilia staff will consider the specific circumstances of the situation, the student's age, maturity, and individual circumstances when determining appropriate consequences for unacceptable behavior. We will also address how support will be provided to students impacted by inappropriate behavior and to those students who engage in inappropriate behavior. All information affecting the decisions made about the consequences or support put in place for a student will be discussed with their parent/guardian only, in compliance with the Freedom of Information and Protection of Privacy Act.

Supports may include preventative procedures, mentoring, restorative processes, regular check-ins with staff, restrictions of privileges, behavior contracts, etc.

A severe breach of conduct may require suspension (in-school and/or out of school) or expulsion in accordance with section 36 of the Education Act.

PEER CONFLICT, MEAN BEHAVIOUR AND BULLYING What's the difference?

Social Responsibility & Diversity Team – Vancouver School District #39

Peer Conflict	Mean Behavior	Bullying
It's a natural part of growing up. Children disagree and can't solve their own problems. They become so frustrated that they say mean things or act out physically by hitting, kicking, or trying to hurt. If it's peer conflict you will be aware that these children: ➔ usually choose to play or hang out together; ➔ have equal power (similar age, size, social status, etc.); ➔ are equally upset; ➔ are both interested in the outcome; and ➔ will be able to work things out with adult help (after calming down). Adults can respond by helping the children talk it out and see each other's perspective. This is often referred to as "conflict resolution".	Children may try out behaviors to assert themselves – sometimes saying or doing mean things – such as making fun of others, using a hurtful name, taking something without permission, leaving a child out, or "budging" in line. If it is mean behavior, usually: ➔ it is not planned and seems to happen spontaneously or by chance; ➔ it may be aimed at any child nearby; ➔ the child being mean may feel badly when an adult points out the harm they've caused. When adults see mean behavior, they should not ignore it. Adults should respond quickly, firmly, and respectfully to stop the behavior, to let kids know that their actions are hurtful and to re-direct children to more positive behavior.	Bullying is serious behavior that has three key features – all three must be present for the situation to be considered bullying: ➔ Power imbalance -- One child clearly has power over the other(s), which may be due to age, size, social status, and so on. ➔ Intention to harm -- The purpose of the behavior is to harm or hurt other(s) – it's clearly not accidental. ➔ Repeated over time -- continues over time and gets worse with repetition. There is a real or implied threat that the behavior will not stop, and in fact will become even more serious. The effect on the child who is being bullied is increased fear, apprehension, and distress. Adults must address the bullying behavior and ensure the safety of the student who has been targeted.

Reporting Bullying

Students who are being bullied or witness someone being bullied have the responsibility of telling an adult. Some ways to report are:

- ⇒ tell an adult in the school that you trust
- ⇒ if you need support telling an adult at school you can talk to a parent, relative, coach, mentor, or friend and have them help you report bullying to the school.

What does it mean to "not tolerate bullying"? This doesn't mean you have to step into the middle of something. You can show your support in many different ways, including:

- ⇒ model the behaviors you would like to see in others
- ⇒ support the person who is the target of the behavior
- ⇒ don't watch or encourage bullying behaviors - this sends a message that you think these behaviors are okay
- ⇒ if it's safe say to the person "hey, let's go" and walk away with them
- ⇒ check in with the person who was bullied to see if they are ok and if they have someone to talk to. This could be in person or by text.
- ⇒ support the person to tell an adult. This might be through encouraging them or going with them.

RESPONSIBILITIES OF STUDENTS

Students are accountable for their conduct. What does it mean to be accountable for your conduct? Everyone makes mistakes so it's not about being perfectly behaved all the time. When you do make mistakes, it's about admitting and owning up to those mistakes, taking responsibility and when necessary, making things right.

You can contribute to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging by:

- ⇒ smiling at your peers and the adults in your school
- ⇒ calling your friends on their behaviour (in a nice way) when they are not contributing to a welcoming, caring, respectful, and safe environment
- ⇒ greeting visitors to your 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 play with you at recess, or working together to complete a project
- ⇒ keeping your school and school grounds clean and tidy
- ⇒ coming to school/class on time and as prepared as possible
- ⇒ treating everyone with respect even if you don't agree with their beliefs and/or values
- ⇒ having empathy for others
- ⇒ following classroom and school expectations so everyone is able to learn
- ⇒ no put downs or snickers when questions are asked in class – no one should feel afraid or nervous about coming to school
- ⇒ get involved in school activities that interest you
- ⇒ do your best in all of your schoolwork. Let your talents shine through. Encourage others to also do and be their best.
- ⇒ respect personal space and belongings

RESPONSIBILITIES OF PARENTS

Students and staff are responsible to ensure that their conduct contributes to a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging. Parents have a corresponding responsibility under section 16.2(a) of the Education Act to help their child meet his/her responsibilities. Whether they are in the school regularly or not, parents have an important role to play. Parents are expected to conduct themselves in a manner that supports a safe and caring learning environment through respectful and welcoming behaviour within the school community.

- ⇒ make sure your child attends school regularly and punctually
- ⇒ pay attention to how you talk about the school, staff, and other students and their families in front of your child
- ⇒ speak respectfully to and about school staff
 - All parties in a conflict situation must recognize and respect the principle of "first contact." This means that the person(s) who have the concern, have a responsibility to begin addressing the concern directly with those persons with whom they have the concern before taking their concern elsewhere.
- ⇒ model kindness
- ⇒ take responsibility for your mistakes
- ⇒ model peaceful problem solving when you have a conflict
- ⇒ make appointments to ensure the person you want to speak with has sufficient time to have a focused conversation
- ⇒ 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.
 - Always start with your child's teacher!

The Student Conduct Policy is developed by our school community, based on input from students, parents, and school staff. It is annually reviewed and revised, if necessary, with staff at the opening meeting in September as well as presented to the School Council for their feedback and input. It is printed in the School Handbook at the front of the student agenda as well as posted on the school website.