

St. Hilda Catholic Junior High School

Student Code of Conduct Policy

Statement of Purpose

The implementation of the St. Hilda Junior High School Student Code of Conduct Policy and Procedures is done within the context of provincial legislation for Alberta's education system; referencing the Education Act, District Policy which is founded on establishing a Catholic school environment based on the teachings of Jesus Christ and the Catholic Church towards ensuring a welcoming, caring, respectful and safe learning environment for all. The school student code of conduct policy was developed by the school community and is:

Based on input from students, parents and school staff; communicated in writing to all members of the school community on an annual basis; and reviewed and adapted as necessary on an annual basis by members of the school community.

The primary focus of our Student Code of Conduct Policy is to help students learn how to address issues of dispute, develop empathy and become good citizens both within and outside of the school community.

Our Student Code of Conduct Policy seeks to address the following key areas:

- 1) Acceptable and unacceptable behaviours regardless of whether or not they occur within the school building, during the school day, school-related events or by electronic means.
- 2) Possible consequences of unacceptable behaviour and the supports to correct the unacceptable behaviour based on individual needs. When working with students, St. Hilda School Administration work in conjunction with the following individuals and services within our school: Parents, Teacher Advisor, Learning Coach, STAY (School Team Advisors for Youth), FSLW (Family School Liaison worker), Behaviourist specialist, ASIST team (Assessment Support Intervention and Success Team), outside agencies and others as needed. When issues arise with students, administration and teaching staff communicate these issues via the log entry section in Power School.
- 3) When a student performs actions that are contrary to our School Code of Conduct, Administration of the school use a progressive disciplinary action and plan in addressing offenses committed by the student. The main focus and objective of the plan is to ensure that the student learn from their mistakes, learn social skills and provide students with resources that foster responsible Catholic citizenship.
- 4) While working with students who need to learn from their various conflicting actions, the Administration use the School Act as a guide to help students gain knowledge in becoming responsible citizens. The Administration approaches these concerns by using a variety of proactive strategies, interventions, and consequences as a means to provide ongoing support. Furthermore, suspensions and expulsions are employed to stop all negative behaviours. Therefore, it is important that consistent and regular communication and documentation is made by teachers, FSLW, STAY, Behaviour Specialist, and Administration.
- 5) Communication with the student and their family is very important when assisting students to develop positive behaviours. The important role that parents have is to ensure that their conduct contributes to a welcoming, caring, respectful and safe learning environment. Ultimately, all staff want students to make positive contributions during their classes and while involved in school activities on or off school property.
- 6) Bullying behaviours that occur within the school building, during the school day, school-related events or by electronic means. As outlined in Section 1(1) of the Education Act which 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."

7) We affirm 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.

At St. Hilda Junior High School, our goals are to provide students with:

- A welcoming, caring, respectful and safe learning environment for all.
- Stimulating learning experiences that establish an appropriate balance between individual and collective rights, freedoms and responsibilities in the school.
- Clear and reasonable expectations for student conduct while at school, at a school-related activity or while engaging in an activity that may have an impact on others in the school.

Ultimately, our goal in any situation that requires the disciplining of children is to teach our students to make better behavioral choices. In doing this, we seek to teach children to accept responsibility for their actions, to right their wrongs, to reconcile with one another and to forgive. We know from educational research that schools that have effective discipline demonstrate the following characteristics:

- The total school environment is conducive to good discipline.
- The school is focused on the needs of the students.
- Behavioral expectations are clearly communicated and consistently applied by staff.
- The school focuses on the causes of discipline problems rather than symptoms.
- Emphasis is on positive student behavior and preventative measures rather than punitive actions.
- Teachers handle all or most of the routine discipline.
- Students have a sense of belonging to the school.
- The school has a close working relationship with the parents.

We believe that in order to provide our students with a learning environment that is optimal and that enhances the self-worth of the student, we must work with them and foster the development of self-discipline. Each child, therefore, has the responsibility (Education Act, Sec. 31) to ensure that his/her behavior contributes to a productive and non-disruptive atmosphere. This will in turn, prepare our students towards becoming productive members of the larger community.

In partnership with the school, the parent (Education Act, Sec. 32) must share in the responsibility of developing acceptable conduct and must support one another in that pursuit. By working together, we can ensure a learning environment that is orderly and safe for all.

Our discipline approach seeks to teach, encourage and promote the three "A's":

APPROPRIATE behavior

AWARENESS of one's actions

ACCEPTANCE of responsibility for one's actions

We believe that all children require:

- A positive, proactive behaviour plan
- Established school behaviour expectations and consequences for non-compliance
- A positive reinforcement system
- The teaching of social skills
- Active supervision and monitoring
- Firm, fair interventions

Statement of Acceptable & Unacceptable Behaviours

Under Section 31 of the Education 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. Parents have a corresponding responsibility under Section 32 (b) to help their child meet his/her responsibilities towards ensuring a welcoming, caring, respectful and safe learning environment.

At St. Hilda Junior High School, expectations for student behaviour fall into two categories:

School-Wide Expectations and Classroom Based Expectations.

Category 1: School-Wide Expectations - refers to those general school-wide expectations which are deemed to be part of the basic and necessary expectations, which have been standardized to ensure the smooth operations of the school, so that it is a safe learning environment. Each teacher reviews these expectations annually, at the beginning of each school year. They are:

Respect

Students are expected to show respect and consideration for others, including fellow students, parents, staff, visitors and community members. This respect includes others' feelings, personal space, belongings and work. Physical and/or verbal abuse is unacceptable. Behaviour such as fighting, bullying, pushing, spitting, disrespectful language, swearing or insults, teasing, stealing, vandalism and rough horseplay are not acceptable behaviors.

Non-Discrimination

Discrimination as set out in the Alberta Human Rights Act specifically 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 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.

Bullying

Students are to ensure that they do not in any way partake in bullying behaviours at school, during school-related events or by electronic means at any time of the day. As outlined in Section 1(1) of the Education Act which 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 of more other individuals in the school community, including psychological harm or harm to an individual’s reputation.”*** Students who have witnessed bullying or are aware of such behaviours as defined above are to report it privately to their teacher, and/or school administration.

Safety

Behaviors which may inflict injury on another is unacceptable. Behaviors such as throwing snowballs, sand, rocks or the like, may cause injury and are unacceptable. Any weapon or item that is used with the intent of acting as a weapon, or an item which represents a real weapon is strictly prohibited. All members of the community are expected to obey safety signs and patrols.

Dress Code

Rapidly changing styles and fashions make it impossible to suggest a definite standard of dress; however, students should dress in a manner consistent with Christian values, educational goals, school activities, and the weather. For a student, school is their 'place of business'. Please have them dress accordingly. During warm weather, shorts may be worn if they are a proper length and fit, and necklines must be appropriate. Sleeveless tops are acceptable as long as undergarments are covered. Tops which expose the belly-button and mid torso are not acceptable. Shorts and skirts must be the length of the child's extended arm. Clothing with inappropriate messages or decals that are not in keeping with our Catholic Faith is not acceptable. Students dressed inappropriately will be asked to call home and have a replacement top brought to school, or they will be loaned a T-shirt to wear for the duration of the school day.

Students require physical education runners that are well fitted and clean (no black soled runners please). Hats are not to be worn indoors and once in the classroom, students should not wear outdoor clothes.

Honesty/Plagiarism

Students are expected to be honest in relations with other students, staff and adults, and to take ownership for their actions. Lying, stealing, cheating, or copying another person's academic work and passing it off as one's own work and/or idea is not acceptable behaviour.

Language

Student language must show respect for staff, students and other community members. Name calling, swearing, crude, rude and obscene language in spoken, written, implied or gestured format is unacceptable.

Care of Property

Students are expected to respect all school property, property of others, and personal property. Students must keep their personal space, internal and external areas of school clean and safe. Students are responsible for the care of textbooks. Lost and/or damaged items must be paid for. It is expected that students keep their work, coat and boot and/or locker area clean and well organized. Safety of self and others is of prime importance. Vandalism is unacceptable and damages as a result of vandalism will be billed to the parent.

Extra/Co-curricular & Fieldtrip Activities

All extra/co-curricular activities and field trips are considered to be an extension of daily school. As such, student expectations as outlined within this conduct policy apply and are to be followed. Student participation in such extra/co-curricular activities and field trips is subject to the child's daily behavior during the course of regular school hours. Both, student academic and behavioral efforts, are all considerations for participation in such activities.

Hallway/Outside Play Area Movement

All hallway movement must be quiet, orderly and respectful of other classes. This helps us to ensure that there is minimal disruption of instructional time. At lunch break times, students upon dismissal, are expected to go outside as quickly and as orderly as possible. Students are to play in designated areas only and are not to be around the bike racks during recess. Students are expected to remain in the schoolyard, at all times.

Students are to seek the assistance of a supervising staff member in the event that an issue arises from outdoor lunch break activities. During outdoor lunch break the supervising teacher must retrieve any balls going on the street. The custodian will retrieve balls landing on the roof, at a later time.

When the bell rings, students are expected to stop their games immediately and proceed to the designated entrance and line up quietly. Upon entering the school, students are expected to proceed directly to their locker in a quiet and orderly manner.

Positive/Proactive Academic Attitude

To ensure success in the school year, students should be prepared to learn, challenge themselves to do their best, remain focused on the tasks assigned to them, and complete all class and homework assignments on time, and to the best of their ability. Key tools such as Office 365, Google Classrooms & Remind are available to assist students in establishing positive life skills. It is expected that these tools be used regularly and a focused, proactive and positive attitude toward learning be demonstrated consistently.

Transportation

Students taking the yellow bus are expected to follow general school-wide expectations as set out within this conduct policy. Requests made by a bus driver, which are more specific, are to be followed and respected. Should there be behavioral concerns, the bus driver will complete a bus infraction outlining the specific concerns. In those circumstances where the child has received multiple bus infraction notices, the child will face suspension of bus transportation for a period of time. Students must show their bus pass prior to boarding the bus. Students are expected to board the bus within 5 minutes of dismissal and may be left behind if tardy.

Category 2: Classroom Based Expectations – refers to those specific classroom based expectations which come directly from the teacher, as part of the teacher's behavioral and routine expectations for the smooth operation of that teacher's particular classroom management.

Each classroom teacher will discuss and develop with their students a list of expectations and consequences with regard to behavior within a given classroom at the beginning of each school year. These expectations are communicated to parents and guardians at the first reporting period in September.

Regardless, of which category an expectation falls under, it is necessary that all students follow and abide by the expectations as they are set out. Non-compliance of either, School-Wide Expectations and/or Classroom Based Expectations will result in the student receiving consequences as outlined below.

Statement of Consequences for Unacceptable Behaviours

The implementation of the procedures as written in this School Conduct Policy will always be carried out with an appreciation that each student and each situations is different. We will attempt to always act in the best interest of the student, the class, and the staff member in every situation. In any circumstance, outlined are possible consequences for behaviours that students can expect coming from a staff member at St. Hilda (administrator, teacher, educational assistant, office staff, and/or custodial staff) in order to carry out appropriate action. This may include preventative procedures, supportive procedures for minor breaches of conduct and fair, corrective interventions to address major breaches of conduct.

1) Minor Misbehaviours

These can be described as inappropriate comments, 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 misbehaviour occurs, staff may use some of the following incremental consequences:

- A warning to the student followed by discussion of classroom/school expectations.
- Ask for demonstration of appropriate behaviour
- Administer an appropriate time out (5 to 15 minutes under adult supervision)
- Request an apology which includes reason for apology and future actions, if appropriate
- Use natural consequences, such as, if a student chooses to socialize rather than do class work, then he or she may need to stay after school to complete his or her work.

The teacher may, when necessary, suspend the student from one class period at which point the teacher will provide students with the work that would be covered in class.

2) Major Misbehaviours

Major misbehaviours can include open opposition to authority, willful disobedience, willful harming of other students, continuing misbehaviours, use of improper language towards students or staff, vandalism, stealing, or bullying as defined in the Education Act.

In the circumstance of a major misbehavior, the teacher will:

- Gather information to determine what happened and who was involved,
- Log incident and call the parent to inform them of the incident that occurred and provide resources if necessary.
- Inform and involve an administrator, who shall assist with:
 - Discussing misbehaviour with student.
 - A continuum of supports will be provided to students who are impacted by the inappropriate behavior as well as for the students who engage in the inappropriate behavior. Referrals to Family School Liaison Worker, Stay Officer or other community organizations as appropriate or necessary.
 - Determining consequences based on severity and frequency of behaviour, including possible suspension of the student.
 - The construction of an out-of-school suspension letter to the parent(s)/guardian(s).
 - Tracking frequency and severity of individual student's behavior.

3) Suspensions

Severe breach of conduct will be suspended in accordance with section 12 of the School Act. Out of School Suspensions can vary from 1 to 5 days. The student and parent/guardian must meet with an administrator before returning to class after an Out-of-School Suspension. Only an administrator/designate have the authority to suspend students from school. In extreme cases the Principal has the authority to recommend a student for expulsion if deemed necessary. Although not the usual course of action, an In-School suspension may occur in situations where the parent cannot be reached.

During an In-School Suspensions, a student will:

- Work quietly in a supervised area
- Will eat lunch in similar supervised area
- Will not participate in outside/inside lunch break
- Will not be permitted to participate in extracurricular activities on that day.

During Out-of-School Suspensions, a student will:

- Have a letter regarding suspension placed on file, which will remain on file until the end of the following year, in accordance with District Policy.

