



STUDENT CODE OF CONDUCT POLICY

Divine Mercy Catholic Elementary School is committed to providing students with a school environment that is both safe and conducive to learning. We affirm 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 Divine Mercy Catholic Elementary School.

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, color, gender physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

This conduct policy is reviewed each spring and adjusted annually by staff, School Council and students. It is then reviewed with students at the beginning of the school year.

SCHOOL MISSION: The mission of Divine Mercy School is to provide a Catholic Education that inspires students to become kind, inclusive, and confident individuals who spread God's love.

SCHOOL VISION: Together, each of us, as unique children of God, strive to become one world with Jesus.

ECSD MISSION: The mission of Edmonton Catholic Schools is to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another.

ECSD VISION: Our students will learn together, work together, and pray together in answering the call to a faith-filled life of service.

Philosophy and Purpose: **WE BELONG**

As a school community, we believe that all students deserve:

- a positive, proactive approach to learning
- social skill development
- clear expectations
- supervision and monitoring
- positive reinforcement
- fair consequences for appropriate and inappropriate behaviours

We believe that:

Honoring human potential: academic, spiritual, creative, physical, emotional and social is the overall goal of Divine Mercy School. We believe that if students develop in an atmosphere where they are valued and appreciated, there will be a greater potential for them to develop positive behavior. We strive to provide a welcoming, caring and safe environment where each person is accepted as a child of God, treated with respect, and also given the dignity that comes in being held accountable for one's actions and attitudes.

Our ultimate goal will be to have students strive to be responsible for their own behavior, with the emphasis on respecting the dignity and self-worth of all individuals in the school. That all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, color, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income or family status. We are all called to recognize the divine in each person. We are all children of God. "Love one another as I have loved you. (John 15:12)

- We need to work in partnership with families to teach students to be responsible for their own actions.
- We are unique and worthy persons and God calls each of us to work together in love, hope and courage in our school community.
- In the spirit of Catholic Education, we encourage personal integrity, which results in sincerity, honesty and compassion.
- We demonstrate responsibility and consequences for the choices we make.
- By striving for understanding, we provide an environment that stimulates growth and accepts differences.
- We maintain forgiveness as a basic belief of our Catholic faith.
- Showing respect for ourselves, each other and our environment, provides for harmony and personal growth.
- In accordance with the Alberta Human Rights Act, all students have a right to resources, services, and facilities that are required for their learning and comfort.
- We celebrate our accomplishments and cherish that each person brings gifts, talents and interests to our community to develop and share.
- We are dedicated to teaching all students appropriate behavior towards themselves and others.
- Students should behave in an appropriate manner, which does not interfere with the learning or behavior of others.
- Students perform better when they know what is expected of them.

EXPECTATIONS FOR APPROPRIATE BEHAVIOR

- Students and parents are to conduct themselves in a respectful manner that contributes to a welcoming, caring, respecting, and safe learning environment that honors diversity and fosters a sense of belonging.
- Expectations of students and school rules are outlined at the beginning of the year and then regularly communicated to our students:
 - by the teachers in classroom discussions,
 - by school administration in assemblies or classroom visits,

- during morning broadcasts, and
 - through the student agenda.
- The school administration sets behavioral guidelines for the school, as a whole school community, and each teacher applies programs, procedures, and expectations designed to maximize student learning and responsibility.
- Specific expectations and procedures will vary from class to class since each teacher has a different instructional style.
- Students are expected to conduct themselves according to the requirements set out in the Education Act as outlined below.

SCHOOL ACT AND Division AP 351—STUDENT RESPONSIBILITIES

A student has the responsibility to:

- attend school regularly and punctually,
- be ready to learn and actively engage in and diligently pursue the student's education,
- 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,
- respect the rights of others in the school,
- refrain from, report and not tolerate bullying or bullying behavior directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means,
- comply with the rules of the school and the policies of the Division,
- co-operate with everyone authorized by the District to provide education programs and other services,
- be accountable to the student's teachers and other school staff for the student's conduct, and
- positively contribute to the student's school and community.

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

SCHOOL ACT—PARENT RESPONSIBILITIES

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

- act as the primary guide and decision-maker with respect to the child's education,
- take an active role in the child's educational success, including assisting the child in complying with the child's legislated responsibilities,
- ensure that the child attends school regularly,
- ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
- co-operate and collaborate with school staff to support the delivery of specialized supports and services to the child,
- 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 engage in child's school community.

ENCOURAGING APPROPRIATE STUDENT CONDUCT

Our primary goal, always, is to ensure the safety and well-being of all students, staff, and guests. We strive to create an environment which nurtures the growth of the “whole” child: academically, emotionally, physically, socially and spiritually. As a community of learners, the students, staff and parents share a responsibility to create a welcoming, caring, respectful and safe learning environment. It is essential that we work together to model and encourage our Core values of dignity & respect, loyalty, honesty, fairness, and personal & communal growth.

In the process of growing up, children will occasionally make poor choices or become involved in negative situations. Our student conduct policy seeks to respect the uniqueness and dignity of each child and to encourage the student to learn from their mistakes. In every instance, the child will be asked to identify and assume responsibility for his/her behaviour. As a community, all stakeholders-students, staff, and parents-are expected to work together to prevent and eliminate discrimination and/or bullying behaviors. 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.

These supports **may** include but are not limited to:

-parent/guardian support, referral to in school or out of school mental health support program or personnel, referral to the school behavior specialist, in class seating or work expectation adjustments, or other supports that may be available.

A minor offence **may** include items such as:

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| * impolite manners | * inappropriate dress |
| * disruptive behaviour | * incomplete homework |
| * disrespectful conduct | * unsafe/rough play |

In the case of a minor offence, the student may be asked to take time away from a given activity, work in a less distracting location, complete unfinished work, make an apology card, etc. Other fair and corrective intervention strategies may be used at the discretion of the teacher and/or administrator.

A major offence **may** include items such as:

- * **fighting**
- * **vandalism or theft**
- * **use of inappropriate language / gestures**
- * **use/possession of weapons**
- * **bullying or aggression**

In the case of a major offence, the administration and teacher will assess the breach of conduct in accordance with the school and district policies. In-school suspensions **may** include: loss of privileges such as recess, clubs, teams, or field trips; and/or a time out in the office ranging from 30 minutes to a full-day. An out-of-school suspension ranges in length from one to five days. During the suspension, the student will be responsible for any class work or assignments missed. School administration will determine the length and nature of the in-school or out-of- school suspension based on the severity and/or frequency of the incident.

Consequences and events will take into consideration unique student attributes such as age, maturity, and individual circumstances. Examples will include the following components:

- preventative procedures
- supportive procedures for minor breaches of conduct, and;
- fair, corrective interventions to address major breaches of conduct.

Severe breach of conduct will be suspended in accordance with Section 31 of the School Act.

UNACCEPTABLE BEHAVIOR AT DIVINE MERCY CATHOLIC ELEMENTARY SCHOOL

Bullying

- 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.”
- Students who experience bullying or witness it, whether physical, verbal, emotional, written or through electronic means are encouraged to report such incidents to their teachers, parents, and the administration immediately and the course of action will depend on the severity and frequency of the action.
- Students should report any incidents of bullying or discrimination immediately to a teacher or supervisor through verbal or written and/or electronic means.
- Students need to be taught how to recognize and deal with bullying. Bullying of students could result in an immediate suspension from school.
- The police may be involved in the investigation of bullying incidents.
- Any person who repeatedly bullies a minor (under the age of 18) in a public place could be subject to a \$250.00 fine.

Discrimination

- 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, color, gender, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.
- Students who experience discrimination are encouraged to report such incidents to their teachers, parents and the administration depending on the severity and frequency of the actions.
- Students need to be taught how to recognize and deal with discrimination.