

GOOD SHEPHERD CATHOLIC SCHOOL

STUDENT CODE OF CONDUCT



MISSION OF EDMONTON CATHOLIC SCHOOLS

To provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another.

STUDENT CONDUCT POLICY

At Good Shepherd, we believe that everyone is created in the image and likeness of God. 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. We encourage students to make positive choices, act appropriately, and reflect on their actions to deepen their own personal growth.

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 the school setting.

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.

EXPECTATIONS FOR APPROPRIATE BEHAVIOUR

Expectations of students and school rules are outlined at the beginning of the year and are regularly reviewed with students. Students are expected to conduct themselves according to the requirements set out in Section 31 of the Education Act:

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

- (a) attend school regularly and punctually,**
- (b) be ready to learn and actively engage in and diligently pursue the student's education,**
- (c) 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.,**
- (d) respect the rights of others in the school,**
- (e) 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,**
- (f) comply with the rules of the school and the policies of the board,**
- (g) co-operate with everyone authorized by the board to provide education programs and other services,**
- (h) be accountable to the student's teachers and other school staff for the student's conduct, and**

(i) positively contribute to the student’s school and community.

(j) refrain from engaging in violence of any kind at school and during school-related activities.

(k) 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.

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

In addition, 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.

Good Shepherd Catholic School is committed to providing a safe, caring, and supportive learning environment that is conducive to student success. We are dedicated to teaching and modelling appropriate behaviour and respectful interactions with self and others. Students are expected to conduct themselves in a manner that supports learning and does not interfere with the learning or well-being of others. We believe that clear expectations support student success and that students thrive when they understand what is expected of them.

Cell phones and personal digital devices (including smartwatches) are not to be used inside the school building during school hours or during field trips (including transportation to and from school), unless explicit permission has been granted by a staff member.

School-wide expectations are communicated to students through classroom instruction, school administration, morning announcements, and school newsletters and agendas. Behavioural guidelines are established for the school as a whole, and staff implement classroom procedures and practices that support student learning, responsibility, and engagement. While expectations are consistent across the school, specific classroom routines and procedures may vary according to teacher practice.

In addition to expectations outlined in sections of this handbook related to dress and personal belongings, items such as gum, headwear (unless permitted for religious or medical reasons), sunglasses, gaming devices, toys, and any other materials that may disrupt teaching and learning are not permitted.

The school provides a range of supports to assist students in developing appropriate behaviour and to support those who may be impacted by unacceptable/inappropriate conduct.

CONSEQUENCES FOR UNACCEPTABLE CONDUCT

Our school is committed to promoting positive behaviour, respectful relationships, and a safe, caring, and inclusive learning environment. At times, students may experience difficulty meeting behavioural expectations or demonstrating their responsibilities as learners. In such cases, a range of preventative, supportive, and corrective responses may be implemented.

Responses to behaviour will consider the individual circumstances of the student, including age, maturity, and developmental needs, as well as the nature, severity, and frequency of the behaviour. When a student engages in behaviour that is inappropriate, the staff member present (including teachers, administrators, educational assistants, support staff, or custodial staff) will respond using professional judgement to determine the most appropriate intervention at the time.

Interventions may include preventative strategies, supportive responses for minor infractions, and fair, consistent, and restorative approaches for more serious or repeated breaches of conduct.

Depending on the nature, severity, and frequency of the behaviour, one or more of the following consequences and interventions may be implemented:

- Verbal redirection or reprimand
- Restorative practices and interventions
- Restriction of privileges or participation in activities
- Student detention
- Parent/guardian notification and involvement

- Parent/guardian-student conference with school staff
- Verbal or written apology by the student
- Problem-solving discussions, behaviour monitoring, and review of expectations
- Restitution, including replacement or repair of damaged property
- Temporary removal from the classroom
- Bus suspension (for students who utilize transportation services)
- In-school suspension
- Out-of-school suspension
- Referral to the Attendance Board
- Behaviour contract or support plan
- Involvement of external support agencies
- Involvement of law enforcement, where appropriate
- Expulsion, in accordance with division policy and provincial legislation

Students may also be restricted from participating in activities considered privileges, including extracurricular programs and events. At the discretion of the classroom teacher and/or administration, students may be prohibited from attending curricular field trips when their participation poses a safety concern for themselves or others. In such cases, alternative learning opportunities will be provided to ensure that the curricular outcomes associated with the field trip are achieved.

As would be expected, the more serious the behaviour, the more significant the consequence. In determining an appropriate response, consideration is given to the nature and circumstances of the incident, the frequency of the behaviour, and the age and developmental level of the student.

The following behaviours are considered major infractions and will be addressed seriously, regardless of whether they occur on school property, during the school day, at school-sponsored activities, or through electronic or digital means:

- Bullying, including repeated behaviour intended to cause harm, fear, or intimidation

- Defiance of authority or refusal to comply with reasonable directions from school staff
- Physical aggression or verbal abuse toward others
- Use of inappropriate, profane, or abusive language
- Willful damage to property or vandalism
- Theft or possession of stolen property
- Possession, use, or distribution of illegal drugs or prohibited substances
- Behaviour that endangers the safety or well-being of self or others
- Possession of a weapon, or any object used or intended to threaten, intimidate, or cause harm
- Repeated or persistent violation of school-wide expectations
- Ongoing disregard for classroom expectations or school policies
- Violation of the Student Code of Conduct under the Education Act

BULLYING

- Bullying is defined as the 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 (whether at school, out of school or online).
- Any form of bullying will not be tolerated. Each situation is unique and will be dealt with as such.
- Students are responsible to report bullying to any adult they trust. This may be done using any form of communication.
- The school has supports in place to help those who are affected by bullying or other inappropriate behaviour.

SUSPENSION

In accordance with Section 36 of the Education Act, the principal may suspend a student if in the opinion of the teacher or principal the student has:

- (a) failed to comply with Section 31 of the Education Act
- (b) the student has failed to comply with the code of conduct established under section 33(2) of the Education Act
- (c) the student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school, or (d) the student has distributed an intimate image of another person in the circumstances described in Section 1(1.1) of the Education Act.

A principal may suspend a student:

- (a) from school
- (b) from one or more class periods or courses
- (c) from transportation provided under Section 59, or
- (d) from any school-related activity.

When a student is suspended, the principal shall:

- (a) inform the student's parent of the suspension
- (b) report in writing to the student's parent all the circumstances respecting the suspension, and
- (c) if warranted, provide an opportunity to meet with the student's parent to discuss the suspension.

A suspension may not exceed 5 school days, except in accordance with a recommendation for expulsion made by the principal under section 37.

