

GOOD SHEPHERD CATHOLIC SCHOOL

STUDENT CONDUCT POLICY



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) 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,**
- (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.

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

Good Shepherd 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 behaviour towards themselves and others. We expect students to behave in an appropriate manner, which does not interfere with the learning or behaviour of others. We believe that people perform better when they know what is expected of them. Students are to conduct themselves in a manner that is respectful. Cell phones and personal digital devices (such as smartwatches) must not be operated inside the building during school hours or during field trips (including transportation to and from) without the permission of a teacher. School-wide expectations are communicated to our students by teachers in classroom discussions, by school administration, during morning announcements and through the school newsletter and the agenda. We have set behavioural guidelines for the school as a whole and have asked each teacher to apply 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.

In addition to information in the sections of this handbook on *dress and personal property*, **gum, head gear, sunglasses, gaming devices, toys, physical contact between students, or anything that might interfere with teaching or learning is not allowed.**

The school has supports in place to support those students in correcting unacceptable/inappropriate behaviour as well as for those students impacted by inappropriate behaviour.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

We concentrate on positive behaviour 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 behaviour. Consequences and events will take into consideration unique student attributes such as age, maturity and individual circumstances. When a student behaves inappropriately, they can expect that the staff member present (teacher, administrator, teacher assistant, support or custodial staff) will apply the most appropriate action. That action may include preventative procedures, supportive procedures for minor breaches of conduct and fair, corrective interventions to address major breaches of conduct. One or more of the following can be expected to occur:

- Verbal reprimand
- Restriction of privileges and activities
- Detention of student
- Parental involvement
- Parent-student conference with school staff
- Verbal or written apology by student
- Problem solving, monitoring or reviewing behaviour expectations
- Replacement or repair of damaged property
- Temporary exclusion of student from class
- Bus suspension for students riding the bus
- In-school suspension
- Out-of-school suspension
- Referral to Attendance Board
- Behaviour contract
- Involvement of outside agencies
- Involvement of police
- Expulsion.

Students may be restricted from participating in activities that are considered “privileges” or extra-curricular. Students may be disallowed to attend curricular based field trips at the discretion of the classroom teacher or administration due to safety of all. If not given permission to attend these field trips, then the curricular outcomes addressed by the field trip will be met by an alternative means.

As might be expected, the more serious the behaviour, the more severe the consequence. The nature and circumstances of the incident, as well as frequency of inappropriate behaviour and the age of student, are also considered. The following are considered major forms of inappropriate behaviour and will be dealt with severely, whether or not they occur within the school building, during the school day or by electronic means:

- Bullying (repeated behaviour that involves a threat or harm against another person)
- Open opposition/defiance to authority
- Physical or verbal abuse
- Profanity
- Use or display of improper or profane language
- Willful damage to property
- Theft
- Possession or use of illegal drugs or substances
- Behaviour dangerous to self or others
- Possession of a weapon or presentation of an object intended to threaten or intimidate
- Repeated violation of general expectations
- Continual disregard of classroom essential agreements/school policies
- Contravention of the code of conduct set out in the Education Act.

BULLYING

- Bullying is defined as the repeated 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 individuals in the school community (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.