



11350 25 Avenue NW
Edmonton AB
T6J 5B1
780-437-6022
stteresa.ecsd.net

We come to
grow each day

En donde crecemos
cada día



STUDENT CODE OF CONDUCT POLICY

St. Teresa School strives to create a welcoming, caring, respectful and safe learning environment. Our Code of Conduct does this by establishing clear expectations for student behaviour at school and school-related activities that reflect our Catholic values of hope, mercy, and reconciliation.

As children learn and grow, they may make poor choices or become involved in negative situations. In keeping with the School Act, our Student Code of Conduct Policy is not a 'one size fits all' policy. It is flexible enough to respect the uniqueness and dignity of each child and to encourage children to learn from their mistakes.

Student Behaviour Reflection:

1. Was I kind today? Why not?
2. How did my actions hurt others/myself?
3. How can I handle the situation differently next time?
4. How can I make things better between myself and others?

We believe all students attending St. Teresa School will be able to meet these learning and behavioral expectations, which contribute to a positive, productive, and safe, secure learning environment. Ongoing communication between home and school is critical for students who are experiencing problems. Parents must ensure that their conduct contributes to a welcoming, caring, respectful, and safe learning environment.

DEFINING APPROPRIATE CONDUCT

According to the Education Act, Section 31, 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.

St. Teresa further defines appropriate behaviour as follows:

Be Active Learners

- take responsibility for your own learning by staying on task during class time
- put your best effort into your assignments
- take risks and make mistakes in learning
- seek assistance when required
- attend school regularly and arrive on time
- complete homework assignments diligently
- organize school supplies

Be Respectful Citizens

- be honest and truthful
- use polite language and behaviour
- demonstrate respect for personal and school property
- walk quietly in hallways
- listen to class monitors during lunch
- wear appropriate clothing and footwear
- balance your personal needs with the needs of the community

Be Ambassadors of Christ

- be welcoming and inclusive of others
- accept others' differences
- show forgiveness and mercy in resolving conflicts
- show reverence during prayer times and religious celebrations
- "good talk" our school out in the community

Be Safe on the Playground

- play safe games (bullying, play-fighting, throwing snowballs, sticks or mud not allowed)
- use equipment properly
- stay on school property
- stay away from the parking lot
- report any injuries, problems, conflicts or dangerous behaviour to adult supervisors right away
- stay in designated areas

Be Safe on the Bus:

- respect the bus drivers and other passengers
 - remain seated
- wait for bus to stop before moving
- talk quietly
- obey the rules as set by the driver

According to the Education Act – Part 3 Section 32, a parent of a student has the responsibility to:

- (a) act as the primary guide and decision-maker with respect to the child's education,
- (b) take an active role in the child's educational success, including assisting the child in complying with section 31,
- (c) ensure that the child attends school regularly,
- (d) ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
- (e) co-operate and collaborate with school staff to support the delivery of supports and services to the child,
- (f) 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
- (g) engage in the child's school community.

Together, staff and parents should work cooperatively to:

- provide a safe, caring and supportive learning environment.
- provide clear expectations and appropriate consequences for inappropriate behaviour.
- model appropriate behaviours.
- maintain a model of supportive, open and respectful communication.
- encourage punctuality and regular attendance.
- monitor the progress of the child/children.
- review this conduct policy with the child/children to ensure understanding and compliance.
- speak positively and respectfully to and about school

*At all times discrimination is prohibited. Students, parents and staff are expected to act in accordance with the Alberta Human Rights Act, whereby 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, gender identity, gender expression, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

DEFINING AND RESPONDING TO INAPPROPRIATE CONDUCT

At St. Teresa, we respond to inappropriate conduct which occurs within the school building, within the school day, at school-sponsored events outside the school building, or by electronic means. We do so in accordance with the Catholic value of reconciliation. We encourage the child to assume responsibility for his/her actions. Children will be given opportunities to reflect upon the consequences of their actions through writing and dialogue. Teachers, administrators, and parents work together to empower students to find solutions to difficult situations. This requires clear communication between all parties – parents, teachers, administrators, and children of all ages.

Intervention strategies, preventative procedures, and/or consequences will take into consideration unique student attributes such as age, maturity, and individual circumstances. This is in recognition that a one “one-size-fits-all” approach does not meet individual needs.

A minor offence may include:

- impolite manners
- disruptive behavior
- incomplete homework
- disrespectful conduct
- tardiness
- unsafe/rough play
- inappropriate dress (no beachwear, no offensive graphics/language)

In such instances, the student may be asked (but not limited) to:

- complete missed work on their own time,
- work in a different classroom (change of community),
- work in an alternate, supervised area,
- verbally apologize to parties affected,
- write an apology,
- temporarily lose privileges such as participation in a noon hour club,
- walk with a supervisor at recess,
- cover inappropriate dress (Standard of Student Dress)

Both students impacted by inappropriate behaviour and students engaged in inappropriate behaviour will receive adult assistance in the restorative process. Students may be asked to phone parents to inform them of their inappropriate behaviour to ensure they take ownership for their actions.

A major offence may include (but is not limited to):

- bullying (within the school, during the day, or by electronic means)
- vandalism
- stealing
- fighting
- use of inappropriate language / gestures
- habitual neglect of student responsibilities
- willful major disobedience that endangers the safety and smooth operation of the school

In such instances, the student will speak with an administrator and parents will be contacted. Major offences will generally result in an in-school or out-of-school suspension. Suspensions could range from a one-hour period to a full-day in-school suspension or an out-of-school suspension ranging from one to five days. During the suspension, the student may lose extra-curricular privileges and will be responsible for any work missed. In accordance with section 24 of the School Act, the administrator will determine the length and nature of the in-school or out-of-school suspension based on the severity and/or frequency of any breach of conduct.

Bullying and Discrimination

St. Teresa 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”.

Students will:

- refrain from bullying
- refuse to tolerate bullying even if it happens outside of the school or school hours or electronically
- immediately report incidences of bullying to staff and parents through dialogue and/or in writing

Students may report bullying by:

- telling an adult staff member at the school
- telling a parent/guardian
- calling the Kids’ Help Line at 1-800-668-6868

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.

Continuum of Supports

A continuum of supports may be provided to students who engage in inappropriate behaviour as well as for students who are impacted by such behaviours. This may include:

- services provided by the school Inclusive Support team (emotional-behavioural specialist, family-school liaison worker)
- services provided by the Early Learning Multi-disciplinary team (occupational therapist, speech-language pathologist)
- services provided by RCSD and Alberta Health Services (occupational therapist, mental health therapist, speech- language pathologist)

PROTOCOL FOR PARENT CONCERNS

Edmonton Catholic Schools and St. Teresa School recognizes the freedom of all members of the school community (students, staff, parents, and neighbours) to voice their concerns in an appropriate manner to the appropriate school personnel.

All parties in a conflict situation must recognize and respect the protocol, and more specifically, the principle of **“first contact.”** This means that the person(s) who has the concern has a responsibility to begin addressing the concern directly with those persons with whom they have the concern before taking their concerns elsewhere (ECSD Administrative Procedure 152).