



Student Code of Conduct

Christ the King Elementary/Junior High School

1. Purpose

Students are expected to conduct themselves in a manner that safeguards and contributes to a safe and caring Catholic 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.

Our conduct policy aligns with the Education Act. It is reviewed and adjusted annually by staff, parents at School Council meetings, and students. It is then reviewed with students at the beginning of the school year. Students can report bullying to any staff member, at any time, through communication of their choice (conversation, meeting, note, email) and know that a staff member will communicate it to administration.

2. Alberta Human Rights Act & Canadian Charter of Rights and Freedoms

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 Christ the King Elementary/Junior High School. 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.

3. Acceptable and Unacceptable Behaviors

At the beginning of each school year, each classroom teacher, together with their students, will develop a list of acceptable/unacceptable behaviors and consequences. These expectations and consequences will be communicated to all parents and guardians at the first reporting period, will be online for all parents, and in the student handbook.

Failing to comply with section 31 of the Education Act may be grounds for suspension or expulsion under sections 36 & 37 of the Education Act.

Some examples of acceptable behaviors that reflect these responsibilities are as follows.

Students will:

- Respect themselves and the rights of others in the school.
- Refrain from engaging in violence of any kind at school and during school-related activities.
- Refrain from, report and refuse to tolerate bullying or bullying behavior, even if it happens outside of the school or school hours, or electronically. Students may inform an adult they trust in a timely manner of incidents of bullying, harassment, intimidation, or other safety concerns in the school by meeting, note or email.
- Be ready to learn and actively engage in and diligently pursue their education.
- Know and comply with the rules of the school.
- Contribute positively to the school and the community.
- 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.

Some examples of **unacceptable behaviors** include:

- Behaviors that interfere with the learning of others and/or school environment or that create unsafe conditions.
- Acts of bullying, harassment, or intimidation.
- Physical violence.
- Retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concern.
- Illegal activity such as:
 - possession of a weapon (real or pretend)
 - theft or damage to property
 - possession of drugs and/or alcohol

Restorative Practice in Our School

Our school values restorative practice as a way to learn, grow, and create a safe and respectful community.

1. Incident Identification: When an incident occurs that does not meet our Student Code of Conduct or disrupts our safe learning environment, it is identified and reported promptly.

2. Reporting and Documentation: The incident is reported to a teacher, counselor, or administrator, and relevant details are documented to ensure accuracy and fairness.

3. Engagement and Dialogue: All parties involved are engaged in a restorative dialogue, where they can express their perspectives, feelings, and needs related to the incident.

4. Accountability and Understanding: The student responsible for not meeting our standard of conduct takes responsibility for their actions and gains an understanding of how their behavior conflicts with our school's values and expectations.

5. Restorative Action Plan: A plan is developed collaboratively, focusing on repairing harm, promoting personal growth, and restoring relationships. It may include education, mediation, community service, and supportive interventions.

6. Implementation and Review: The restorative action plan is put into action, monitored, and regularly reviewed to assess progress and make any necessary adjustments.

7. Reflection and Growth: The student reflects on their behavior, its impact on others, and their personal growth throughout the process, fostering self-awareness and empathy.

8. Reintegration and Reconnection: Once the restorative action plan is successfully completed, efforts are made to reintegrate the student into the school community positively and inclusively.

9. Preventative Measures: Our school focuses on preventing incidents through clear expectations, education on appropriate behavior, collaboration among students, parents, and staff, and celebrating success.

10. Supportive Interventions: For minor breaches of conduct, we provide supportive interventions that address individual student needs, such as communication, behavioral strategies, logical consequences, and recognition of positive conduct.

11. Corrective Interventions: Severe breaches of conduct are addressed through fair and consistent disciplinary procedures, considering Catholic social justice principles and involving additional support if necessary.

Consequences for major offences may include:

1. In-School Suspension

- Students are placed in a quiet working area to complete assigned work.
- Students lose lunchroom, recess, and extracurricular privileges during this suspension.

2. Out-of-School Suspension

- One to five days at home.
- Meeting/discussion with students and parents before reinstatement.
- Meeting with school counselor to support and educate child.

3. Out-of-School Suspension (Greater than five days)

- Severe breach of conduct will be suspended in accordance with Section 36 & 37 of the Education Act.
- Division personnel (School Operation Services) involved prior to reinstatement or expulsion.

Section 32 Education Act – Parent Responsibilities

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.

A parent, as a partner in education, has the 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 education success, including assisting the child in complying with Section 31,
- ✓ ensure that the child attends school regularly,
- ✓ parents are expected to conduct themselves in a manner that supports a safe and caring learning environment through respectful behaviour within the school community,
- ✓ co-operate and collaborate with school staff to support the delivery of 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,
- ✓ engage in the child's school community.

Together, we can make a positive difference.