

ST. OSCAR ROMERO CODE OF CONDUCT

St. Oscar Romero School, in accordance with Edmonton Catholic Schools, strives to foster a positive and safe learning environment that is welcoming and respectful to all. We believe that everyone is created in the image and likeness of God and that all are capable of caring and respectful actions. In the process of growing up, students will occasionally make poor choices, therefore our conduct policy seeks to respect the uniqueness and dignity of each person and to encourage the student to learn from their mistakes. 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 St. Oscar Romero. Our School Code of Conduct has been developed by the school community and is based on input from students, parents and school staff. It is reflective of the expectations of students as addressed in legislation and division policies. The policy is reviewed and adapted as necessary on an annual basis by the members of the school community.

DEFINING APPROPRIATE CONDUCT

According to the Education Act – Section 31, a student shall ensure that their conduct contributes to a welcoming, caring respectful and safe learning environment that respects diversity and fosters a sense of belonging. In addition to compliance with the code of conduct, 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, sexual identity or sexual orientation.

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

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

ACCEPTABLE BEHAVIOURS	UNACCEPTABLE BEHAVIOURS
Behaviours that contribute to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.	Behaviours that interfere with the learning of others and/or the school environment or that create unsafe conditions including but not limited to:
• Respect yourself and the rights of others in the school. • Refrain from, refuse to tolerate, and report bullying or bullying behaviour, even if it happens outside of the school or school hours or electronically. • Inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school. • Act in ways that honours and appropriately represents you and your school. • Attend school regularly and punctually. • Be ready to learn and actively engage in and diligently pursue your education. ○ Know and comply with the rules of your school. ○ Cooperate with all school staff. ○ Be accountable for your behaviour to your teachers and other school staff. ○ Contribute positively to your school and your community.	• Rude or inappropriate language. • Physical violence. • Acts of bullying*, harassment, discrimination or intimidation. *See “Peer Conflict, Mean Behaviour & Bullying” table for definition • Retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concern. • Illegal activity, that may include such as: ○ possession, use or distribution of illegal or restricted substances ○ possession or use of weapons ○ theft or damage to property

Our community members are expected to behave in a Christ-like, self-disciplined and responsible manner when interacting with others in the school building, electronically, or behaviors outside of school or school hours that cause disruption within the school.

ENCOURAGING APPROPRIATE CONDUCT

Students will be asked to identify and assume responsibility for their behaviour. Oftentimes, a student will be asked to reflect upon their conduct in writing and to suggest steps towards improvement and growth. Consequences and events will take into consideration unique student attributes such as age, maturity and individual circumstances. All information affecting the decisions made about the consequences or supports put in place for a student will be discussed with their parent/caregiver only, in compliance with the Freedom of Information and Protection of Privacy Act. A continuum of supports will be provided for students who have been impacted by inappropriate behavior as well as for students who have engaged in inappropriate behaviors and may include mentoring and restorative processes as well as regular check-ins with teachers, learning coach, chaplain, School Resource Officer, Family School Liaison Worker, Emotional Behavioural Specialist or referrals to community professionals as required.

PEER CONFLICT, MEAN BEHAVIOUR AND BULLYING WHAT'S THE DIFFERENCE?

Adapted from Social Responsibility & Diversity Team – Vancouver School District #39

PEER CONFLICT	MEAN BEHAVIOUR	BULLYING
It's a natural part of growing up. Children/youth disagree and can't solve their own problems. They become so frustrated that they say mean things or act out physically by hitting, kicking or trying to hurt.	Children/youth may try out behaviours to assert themselves – sometimes saying or doing mean things – such as making fun of others, using a hurtful name, taking something without permission, leaving a child out, or “butting” in line.	Bullying is serious behaviour that has three key features – all three must be present for the situation to be considered bullying.
If it's peer conflict you will be aware that these youth: - usually choose to associate or hang out together; - have equal power (similar age, size, social status, etc.); - are equally upset; - are both interested in the outcome; and - will be able to work things out with adult help (after calming down). Adults can respond by helping the youth talk it out and see each other's perspective. This is often referred to as “conflict resolution”.	If it is mean behaviour, usually: - it is not planned and seems to happen spontaneously or by chance; - it may be aimed at any person nearby; - the individual being mean may feel badly when an adult points out the harm they've caused. When adults see mean behaviour they should not ignore it. Adults should respond quickly, firmly and respectfully to stop the behaviour, to let kids know that their actions are hurtful, and to re-direct them to more positive behaviour.	Power imbalance - One individual clearly has power over the other(s), which may be due to age, size, social status, and so on. Intention to harm - The purpose of the behaviour is to harm or hurt other(s) – it's clearly not accidental. Repeated over time - continues over time, and gets worse with repetition. There is a real or implied threat that the behaviour will not stop, and in fact will become even more serious. The effect on the individual who is being bullied is increased fear, apprehension, and distress. Adults must address the bullying behaviour and ensure the safety of the student who has been targeted.

Severe breaches of conduct will generally result in an in-school or out-of-school suspension in accordance with Section 36 of the Education Act. In-school suspensions include: loss of privileges such as lunch hour, spares, athletics, clubs, or field trips. 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 individual, and the severity and/or frequency of the incident.

REPORTING BULLYING

Students who are being bullied or witness someone being bullied have the responsibility of telling an adult. Some ways to report are:

- tell an adult in the school that you trust
- if you need support telling an adult at school you can talk to a parent, relative, coach, mentor, or friend and have them help you report bullying to the school.

What does it mean to “not tolerate bullying”? This doesn’t mean you have to step into the middle of something. You can show your support in many different ways:

- model the behaviours you would like to see in others
- support the person who is the target of the behaviour
- don’t watch or encourage bullying behaviours - this sends a message that you think these behaviours are okay
- if it’s safe say to the person “hey, let’s go” and walk away with them
- check in with the person who was bullied to see if they are ok and if they have someone to talk to. This could be in person or by text.
- support the person to tell an adult. This might be through encouraging them or going with them.

RESPONSIBILITIES OF STUDENTS

Students are accountable for their conduct. What does it mean to be accountable for your conduct? Everyone makes mistakes so it’s not about being perfectly behaved all the time. When you do make mistakes, it is about admitting and owning up to those mistakes, taking responsibility and when necessary making things right.

You can contribute to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging by:

- showing kindness toward your peers, staff, and guests
- keeping your school and school grounds clean and tidy
- coming to school/class on time and as prepared as possible treating everyone with respect even if you don’t agree with their beliefs and/or values
- demonstrating empathy for others
- following classroom and school expectations so everyone is able to learn
- get involved in school activities that interest you
- do your best in all your schoolwork. Let your talents shine through. Encourage others to also do and be their best.
- respect personal space and belongings

RESPONSIBILITIES OF PARENTS

Students and staff are responsible to ensure that their conduct contributes to a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging. Parents have a corresponding responsibility under section 16.2(a) of the School Act to help their child meet his/her responsibilities. Parents have an important role to play, whether they are in the school regularly or not, to:

- make sure your child attends school regularly and punctually
- pay attention to how you talk about the school, staff, other students and their families in front of your child
- speak respectfully to and about school staff
 - All parties in a conflict situation must recognize and respect the principle of “**first contact**”. This means that the person(s) who have the concern, have a responsibility to begin addressing the concern directly with those persons with whom they have the concern before taking their concern elsewhere.
- model kindness
- take responsibility for your mistakes
- model peaceful problem solving when you have a conflict
- make appointments to ensure the person you want to speak with has sufficient time to have a focused conversation
- report any problems at school to the teacher as soon as you can
 - Problems are easier to solve when they have not been going on for a long time.
 - Always start with your child’s teacher.