

Joan Carr Catholic School – STUDENT CODE of CONDUCT

Joan Carr School focuses on a welcoming, caring, respectful and safe learning environment. Our Student Code of Conduct will continue to be developed by our school community based on input from students, parents and staff. It is reflective of the expectations of students as addressed in legislation and division policies. It will be communicated in writing to all members of the school community, to be reviewed and adapted, as necessary, on an annual basis.

Our goal is for students to be responsible for their behaviour. Our priority is to establish and maintain an appropriate balance between individual and collective rights, freedoms, and responsibilities in our school community. Our code of conduct is in place to help students learn how to address issues of dispute, develop empathy and become good citizens both within and outside of the school community. We, the Joan Carr School community, believe that we are called to recognize the divine in each person and that we are all children of God. 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 and beyond Joan Carr School.

We affirm that pursuant to the *Alberta Human Rights Acts* 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, accommodations 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.

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

• a positive, proactive approach to learning	• social skill development
• clear expectations	• supervision and monitoring
• positive reinforcement	• fair consequences for appropriate and inappropriate behaviours

With this in mind, our community members are expected to behave in a Christ-like, self-disciplined and responsible manner when interacting with others in the school building, outside of school or school hours, or electronically.

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. • 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.	Behaviours that interfere with the learning of others and/or the school environment or that create unsafe conditions including but not limiting to: • Rude or inappropriate language • Physical violence. • Acts of bullying*, harassment, or intimidation. <i>*See "Peer Conflict, Mean Behaviour & Bullying" table for definition.</i> • 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, use or distribution of illegal or restricted substances • possession or use of weapons • theft or damage to property

***It is important to note that, according to Alberta's [Education Act](#), while school staff are not able to control what students do outside of school... students will be held accountable for conduct that occurs outside of the school building, or school day, or electronically if the conduct negatively affects a member of the school or interferes with the school environment.*

Consequences of Unacceptable Behaviour

Joan Carr School staff will consider the specific circumstances of the situation, the student's age, maturity, and individual circumstances when determining appropriate consequences for unacceptable behaviour. At Joan Carr School, we utilize restorative practices whenever possible. We will also address how support will be provided to students impacted by inappropriate behaviour and to those students who engage in inappropriate behaviour. 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 may include preventative procedures, mentoring, restorative processes, regular check-ins with staff, etc.

A severe breach of conduct may require suspension (in-school and/or out of school) in accordance with section 36 of the [Education Act](#).

PEER CONFLICT, MEAN BEHAVIOUR AND BULLYING – What's the Difference?

Social Responsibility & Diversity Team - Vancouver School District #39

Peer Conflict	Mean Behaviour	Bullying
It's a natural part of growing up. Children 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. <u>If it's peer conflict you will be aware that these children:</u> - usually choose to play 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 children talk it out, and see each other's perspective. This is often referred to as "conflict resolution."	Children 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 "budding" in line. <u>If it is mean behaviour, usually:</u> - it is not planned and seems to happen spontaneously or by chance; - it may be aimed at any child nearby; - the child 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 children to more positive behaviour.	<u>Bullying is serious behaviour that has three key features - all three must be present for the situation to be considered bullying:</u> <u>Power imbalance</u> -- One child clearly has power over the other(s), which may be due to age, size, social status, and so on. <u>Intention to harm</u> -- The purpose of the behaviour is to harm or hurt other(s) - it's clearly not accidental. <u>Repeated over time</u> -- 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 child 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.

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 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

Safe and Caring. (n.d.). Retrieved May 17, 2016, from <http://www.safeandcaring.ca/>

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:

- smiling at your peers and the adults in your school
- greeting visitors to your classroom or school
- encouraging your friends to contribute to a welcoming, caring, respectful and safe environment
- being friendly and helpful towards students that are new to the school and others
- sitting with someone who is alone at lunch, inviting someone to play with you at recess or working together to complete a project
- 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 can learn
- avoiding put downs or snickers when questions are asked in class. No one should feel afraid or nervous about coming to school.
- getting involved in school activities that interest you
- doing your best in all of your schoolwork. Let your talents shine through. Encourage others to also do and be their best.
- respecting 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 32 of the [Education 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 haven't been going on for a long time.
 - Always start with your child's teacher.

Restorative Practices

Staff and administration use restorative practices in the classroom and when dealing with conflict. Restorative practices actively engage students and allow them to take greater responsibility for their actions and the consequences of their actions. When conflict arises, those who caused harm, and those who have been harmed, are asked the following questions:

Restorative Questions
For those who **caused** harm:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to make things right?



Restorative Questions
For those who **have been** harmed:

- What did you think when you realized what happened?
- What impact has the incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



Restorative practices allow teachers, staff and administration the opportunity to foster learning and build better relationships ❤️

Standard of Student Dress

Philosophy

In Edmonton Catholic Schools, students are expected to dress in a manner that honors the dignity of the human person, who was created in the image of God, and that supports an inclusive, welcoming, caring, respectful, safe, and Catholic learning environment that promotes the well-being of all. Each school in the Division will have a Standards of Student Dress for their community. Understanding that it is not possible to list all the specific types of acceptable and unacceptable student dress, the purpose of establishing Standards of Student Dress is to empower students to make appropriate choices.

Students are expected to dress in a manner which is appropriate for the school day or for any school sponsored event. All students shall come to school dressed in a comfortable manner that allows them to be authentically who they are, while also meeting the standards in this document.

Students who do not meet the Standards of Student Dress will be required by the school principal or their designate to meet the standards before participating in school activities. Schools will facilitate the enabling of students to meet the standards in such situations whenever possible.

Student dress must maintain personal safety and the safety of the school community. Students are not permitted to wear articles of clothing, jewellery or accessories that indicate or suggest membership in or affiliation with any group or organization that does not support a welcoming, caring, respectful, safe, and Catholic learning environment that respects diversity and fosters a sense of belonging.

Underwear must not be visible or exposed, and buttocks and nipples must be covered with opaque fabric and remain so during all activities over the course of the school day.

Students at Joan Carr School must wear:

- Clothing that covers their underwear and does not expose their buttocks or chest when standing or sitting
- Clothing with opaque (not transparent) fabric
- A shirt or the equivalent (tops) with fabric in the front (covering the chest), back, and sides under the arms
- Pants or the equivalent (bottoms), and
- Shoes

**courses or activities may require specific attire for safety or curriculum purposes (i.e., CTF/CTS, PE, science labs, field trips)*

Students at Joan Carr School may wear:

Headwear

- Headwear that is specifically required for religious observance (i.e., hijab, yarmulke, turban)
- Headwear that is required for medical reasons, in consultation with the principal
- Hats and other headwear must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff. Hoodies must allow the face and ears to be visible to school staff.

Clothing

Clothing with logos or text on it that is positive in nature, respectful, or implies or encourage a healthy lifestyle/choice for children and youth

- Illustrative examples of tops: t-shirts, sweatshirts, sweaters, tank tops



- Illustrative examples of bottoms: jeans, leggings, sweatpants, skirts, dresses, shorts



Students at Joan Carr School may not wear:

- Articles of clothing that discriminate based on age, religion, gender, gender identity/expression, body type, race, ability, and socio-economic status
- Articles of clothing with words or text that depict or imply hate, violence, profanity, drugs/drug use, alcohol/alcohol use, sexual activity, or criminal activity.



Joan Carr School Academic Integrity Policy

****All student work for assessment purposes must be the student's own work.****

Examples of intellectual dishonesty include, but are not limited to, the following:

Plagiarism

- copying of or representation of another's work as one's own
- claiming information from the Internet as your own work (duplicating materials)
- giving or receiving work of another student for the purpose of copying
- copying classwork, homework, or lab work of another student
- all information/work that is researched, (i.e. obtained from a source that is not the student) must be properly cited/credited
- falsification of data, information, or citations

Deception

- providing false information
- giving a false excuse for missed assessment
- falsely claiming to have submitted work

Duplication

- duplication of any assessment materials
- unauthorized use of technology to record, digitize, photograph or communicate any assessment materials

Theft

- theft of any assessment materials
- being in possession of any secure assessment materials

Cheating

- disseminating or receiving answers, data, or other information by any means other than those expressly permitted by the instructor (including all acts of collusion)

Students who violate the intellectual honesty policy will have all relevant assessments invalidated (receive a mark of zero) and all cases will be referred to administration for review.

Chromebook Policy

Playing games or videos on Chromebooks will result in the following consequences:

- First offence, the Chromebook is confiscated for one week.
- Second offence, the Chromebook is confiscated for the remainder of the school year.

Personal Mobile Devices & Social Media

A personal mobile device is any device that can be used to communicate with or access the internet and includes:

- Cellphones
- Tablets
- Laptops
- Smartwatches



General Restrictions:

- **No Use of Personal Mobile Devices During Instructional Time**
Students will not be allowed to use personal mobile devices during instructional time unless directed by school staff for learning purposes (e.g. personal Chromebook for class work or assignments).
- **Devices Must Be Silent or Powered Off and Stored Away**
If students bring personal mobile devices to school, they must be kept silent or turned off and stored in their locker, backpack, or another secure location. Students who choose to bring personal mobile devices to school do so at their own risk. The security and storage of these devices is the sole responsibility of the student.
- **No Access to Social Media**
Students will not be able to access social media on school networks or school devices. Known social media sites will continue to be blocked from Division networks.
- **Devices are not to be taken out during lunch break.**

Students are encouraged to socialize or connect with peers during lunch break to promote conversation and social interaction skills. A student found to be using a personal mobile device in class without their teacher's permission will face the following consequences:

- The first time will be a warning, with the student asked to secure the device in their locker.
- The 2nd time the phone will be held by the teacher until the end of the day.
- The third time will result in the device being sent to the principal's office for parent pick-up.

Exceptions:

Students who require personal mobile devices for health reasons or specialized learning needs can coordinate with school administration to receive appropriate accommodations. Exceptions will be made to ensure that these students have the necessary tools to support their well-being and educational requirements.

Parents may contact the school office if they need to reach their child during school hours.

I have read and I understand the above "Academic Integrity Policy" the "Chromebook Policy" and the "Student Responsible Use Agreement"

Student Name and Homeroom _____

Student Signature _____ Date _____

Parent Signature _____ Date _____