

Sister Annata Brockman Catholic Elementary/Junior High School Conduct Policy

Sister Annata Brockman School, in accordance with Edmonton Catholic Schools, strives to foster a positive and safe learning environment where 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. We believe that everyone is created in the image and likeness of God and that all are capable of caring and respectful actions. 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 Sister Annata Brockman School. We challenge the behavior but affirm the individual while taking into account the circumstances of each unique situation.

As partners in this community of learners, parents/ guardians have an important role in fostering and supporting learning, encouraging acceptable behavior and helping students accept the consequences of their actions. Parents are expected to conduct themselves in a manner that supports a safe and caring learning environment through respectful behaviour within the school community.

Our learning environment aligns with the *Education Act* which is referred to in this document. This conduct policy is reviewed each spring and adjusted annually by staff, parents at School Advisory Council and students. It is then reviewed with students at the beginning of the school year. By signing the front page of this agenda parents/guardians acknowledge that they have read and understand the expectations outlined in their child's agenda.

Bullying/Discrimination

Bullying is defined as repeated and hostile or demeaning behavior by an individual in the school community where the behavior is intended to cause harm, fear or distress to one or more individuals in the school community at school, during the school day or by electronic means, including psychological harm or harm to an individual's reputation.

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.

Students may report bullying/discrimination to any adult they trust whether it is happening to themselves or others. Supports are in place to help those who are affected by bullying, discrimination or other inappropriate behavior through our staff and Multi-Disciplinary Team.

POSITIVE LEARNING ENVIRONMENT

Philosophy & Purpose: We Belong

Honouring human potential; academic, spiritual, creative, physical, emotional, and social, is an educational goal of Sister Annata Brockman Catholic Elementary/Junior High School. We believe if students develop in an atmosphere where they are valued and appreciated, there will be greater potential for them to develop positive behaviour. 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 Sister Annata Brockman School.

Our goal is to have students strive to be responsible for their own behaviour, with the emphasis on respecting the dignity and self-worth of all individuals in the school. We understand that all people are equal in dignity, rights, and responsibilities without regard to race, religious beliefs, colour, gender, physical ability, mental ability, age, ancestry, place of origin, marital status, source of income or family status. We are all called to recognize the divine in each person. We are all children of God. "Love one another as I have loved you." (John 15:12)

The purpose of this policy is to assist in the development of a Christ-like, self-disciplined individual who is a responsible, contributing member at their school and in their community. We strive to remind students of our mission, philosophy, and procedures covering student conduct and expectations while attending Sister Annata Brockman School. Teachers will communicate expectations to their students in classroom discussions.

Expectations for Learning:

- All students have the right and responsibility to learn.
- All teachers have the right and responsibility to teach.

Positive Learning Environment:

In conjunction with our Edmonton Catholic School Division, and Section 12 of The School Act, the Positive Learning Environment Policy is based on the Catholic philosophy of love, caring, and respect of others in their pursuit of learning. The goal is to assist students to attend to this educational process and to develop positive attitudes, rooted in respect, responsibility and safety. The following are the main elements of our policy:

Respect

- Support students in the development of positive relationships with their peers.
- Teach students respect for the learning environment, including respect of peers, staff and self.

Responsibility

- Provide opportunities for the student to practice decision-making skills.
- Encourage students to take ownership for their learning and actions.

Safety

- Provide a safe and secure environment (both physical and emotional) whereby students can reach their personal potential.
- Ensure students are aware of how to report repeated and hostile or demanding behavior by an individual in the school community where the behavior is intended to cause harm, fear or distress to one or more individuals in the school community, including psychological harm or harm to an individual's reputation (bullying). This includes speaking to a staff member (administrator, teacher, support staff) about their concerns.
- Address all major incidents, defined as physical and/or emotional aggression against another student, any practices of illegal nature in our society, and actions of a defiant nature.

- Students will refrain from engaging in violence of any kind at school and during school-related activities
- 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.

*All staff are involved in student adherence to our *Positive Learning Environment Policy*.

The classroom teacher, employing a variety of classroom management strategies, will initially address inappropriate student behavior in the classroom. All misconduct will be documented, and parents will be notified by telephone or note when required. If a student has difficulty recognizing his or her responsibilities in relation to the expectations set out, school staff will intervene and respond with an appropriate action. Depending upon the circumstances, parents may be notified by telephone and/or asked to come into the school to assist in the development of a positive behavior plan, which would include the student, teacher, emotional behavioral specialist, and any other staff who work with the student.

In dealing with inappropriate behaviors, consequences are fair, but not always equal. Several factors are considered when dealing with inappropriate behavior. The implementation of the procedures as written in this Policy will always be carried out with the appreciation that each student and each situation is different. We will attempt to always act in the best interest of the student, the class, and the teacher. Some consequences might include, but not be limited to:

- Verbal correction
- Behavior contract
- Verbal or written apology by students
- Restriction of privileges and activities
- Office referrals
- Parental involvement
- In-school suspension
- Out-of-school suspension

At Sister Annata Brockman School, we use a restorative practice approach whereby students are taught how to repair harm done to people or relationships. By using a restorative practice approach, we can celebrate students' social-emotional growth and learning.

Restorative Practice Statement

Restorative practices are a set of diverse ideas and approaches used to build healthy communities, increase social capital, repair harm and restore relationships. These practices – which range from whole school strategies to specific intervention techniques – seek to move from a retributive model to a restorative model of accountability. In other words, it places emphasis on addressing harm and building community and relationships, rather than simply administering punishment. At Sister Annata Brockman School, restorative practice may include a continuum of prevention and intervention activities, ranging from informal practices such as class meetings to more formal practices like classroom circles and face-to-face meetings to address harm. The intent is to focus on how a victim was harmed, and the steps taken to reconcile with all who are affected.

Therefore, the goal is to educate youth about the impact of their actions on others, to hold them accountable for their actions in a constructive and meaningful way and provide an opportunity for them to make amends towards those who have been harmed.

In keeping with our Philosophy, the student will receive all the positive support we can give while still assisting the student to develop in a positive direction. As educators, we will focus on the strengths of all students, affirming their good and honoring their human potential.