Our Lady of Fatima Catholic School





 Code of Conduct

 May 2015

**Core Belief Statement**-

The Peace Keepers’ Pledge for Fatima

We are Peace Keepers at Fatima.

We will stand up and let peace shine.

We will treat each other nicely.

We will be kind and help others.

We will respect others by listening to them and by caring for them.

We will include people.

We will treat others the way we want to be treated.

We will play nicely with our friends.

We will be positive leaders for younger students.

We promise to create and celebrate Peace.

 (Student Authored and Inclusive of Grades JK – 8)

**School Mission Statement-**

To develop a school community of love, learning and respect, by living Christian values and nurturing student growth.

**Rationale-**

 Catholic schools are communities where learning in a faith filled environment is inclusive of providing a setting for all stakeholders (students, parents, staff and visitors) that is safe, affirming, respectful and which promotes a clear understanding and expectations for responsible citizenship in a Christian climate. As members of God’s family, we are all deserving of love and respect. We all have the responsibility to work continuously to enable all members of our community to support and continuously grow in skills that focus on promoting a positive school culture, where individual achievement is celebrated and respectful relationships are created and nurtured. In God’s footsteps, we commit to the Gospel challenge to foster healing, offer forgiveness, promote increased awareness of the needs of all members of our community and to work toward the restoration of relationships whenever hindered.

**Purpose-**

 Guided by a Progressive Discipline and Restorative Justice approach, this Code of Conduct will outline the processes that will continue to take place to promote a safe and positive school climate at Our Lady of Fatima Catholic School. The Code will guide our entire school community in understanding the roles and expectations of all members: principal, school staff, students, parents and guardians, volunteers, police and all community members. The Code will facilitate the steps outlined in the Algonquin and Lakeshore Catholic District School Board’s Caring and Safe Catholic Schools Administrative Procedure for Bullying Prevention and Intervention and Suspension/Explusion, 2013.

 **School Community Vision of Roles and Responsibilities:**

**School Communities Built in Hope Include-**

**A deep and mutual understanding of the importance of RESPECT:**

* **For Self-** Students should expect to be treated respectfully and in turn to show respect for themselves as creations of God, appreciate their own special gifts and make an effort to contribute respectfully to their school.
* **For Others-** students are expected to treat all members of our school community in a polite and cooperative manner. **We expect students to be fully inclusive of one another in their work, in their play and in their informal and casual interactions, both at school and in all interactions and communications that impact the wellbeing of others attending our school. (**This includes emails, texts etc. that can occur outside of school, but may lead to negative and hurtful anxiety back in the school setting).
* **For Authority-** students are expected to be respectful and honest when dealing with school staff and to follow rules of the school and the expectations of **all staff.** Students are **expected** to approach any staff member to access help and to do so with self-control. These expectations are true for the school setting and for all related school events and excursions.
* **For Property-** our students all benefit from the opportunity for many wonderful shared resources such a materials for learning, texts, technology and equipment. Students are expected to treat their own property, all school property and the property of others respectfully. The school yard, and shared spaces, including washrooms, need to be used with courtesy and demonstrate good care

**Students share with school staff, parents, our parish partners and all volunteers the RESPONSIBILITY of maintaining the special spirit, virtues and values of the Catholic School within our community. Our success depends upon the cooperation and commitment of ALL involved.**

**Expectations for success for all students-**

**GIVEN** that all students want to be successful academically, included and appreciated socially and emotionally, and supported in all needs including emotional and physical wellbeing:

 -students need to be prepared to actively participate in their success at school by arriving on time, ready to engage in all learning.

 -students must be willing to respectfully interact with all adults involved opportunities for instruction and to focus on the opportunity to learn.

 -students succeed when they understand they are capable of being responsible for their choices and actions.

 -students build live long skills for successful social interactions when they exercise self control, respond courteously to all students and all adults and are willing to accept the assistance of all persons of authority in efforts to maintain a safe and positive school environment

 -students need supportive opportunities to be responsible and accountable for their choices, behavior and treatment of others and of the resources of the school.

**Note**: Transportation is a privilege extended to our eligible students. It is not a right. School expectations for behaviour begin at bus stops and extend until students arrive at school. Expectations for Behavior extend to all school related activities and to the school transportation. For further details please see: [www.triboard.on.ca](http://www.triboard.on.ca) (Transportation Guidelines for Students, Parents and Schools)

**Safe and Caring Environments for Learning Include-**

1. An **adult** understanding and home commitment of the **SAFE ARRIVAL PROGRAMME**
	* 1. All students are expected to be at school every day.

(Every School Day Counts Initiative of the School Board 2015)

* + 1. Unless picked up and returned by an adult, all students are expected to remain at school all day. Families for whom a year- long noon hour arrangement (ex. walking home for lunch) is made, need to provide a written note to the school at the beginning of the school year.
		2. Parents, not children, are expected to call the school if there is going to be an absence and to explain the absence for registration documentation.
		3. If the school is not contacted before the day begins, the school will contact the parent.
		4. Absences and late arrivals are tracked in all schools in Ontario and a report is automatically required to our own Board when absences or lates become frequent.
		5. **Supervision** starts at school **at 8:55 daily.** Students should not be dropped off anywhere on school property prior to that time. **Dismissal is at 3:30**. Parents pick up students from the backyard.
		6. During the school day our doors are **locked.** Please support our supervision of all adults within our building by coming to the front door, where an adult will provide entry to you and where you will be asked to go immediately to the office.

**GREAT THINGS ARE HAPPENING HERE-**

We have so many great learning opportunities to share with students. However, learning begins immediately every morning. Late arrivals disadvantage students. Students feel embarrassed, confused and unsettled. We all deserve great starts to our day. **Arriving on time is a great parental gift to children every day!**

1. **Illness Awareness and Medication Supervision-**

 Students who are ill are certainly best kept at home until they can fully participate in all aspects of the school day. Students

who are too sick to be outside during recess are too sick to be at school.

**-**If a child becomes ill during the course of the school day, the parent will be contacted**. It is essential that your phone numbers**

 **be current and that we always have an emergency contact number beyond your phone number.**

-Some illnesses require schools to report to the Health Unit (e.g. measles, scarlet fever etc). Thank you for keeping the health of

 other students in mind if your child has a contagious condition. We do have medically fragile students to consider. Please

 refer to the ALCDSB website: [www.alcdsb.on.ca](http://www.alcdsb.on.ca/): Board and Administration: Policies and Procedures: Communicable, Infectious

 or Contagious Diseases and the Health and Safety of Staff and Students

-**NO MEDICATIONS- PRESCRIPTION NOR “OVER THE COUNTER” NOR HEALTH FOOD SUPPLEMENTS—**Can be given to any

 student at any time by any staff member without written documentation from a doctor. **STUDENT ARE NEVER** to be sent to

 school with cold pills, pain pills nor any medication to self administer. **ALL STUDENTS ARE AT RISK WHEN UNKNOWN**

 **SUBSTANCES ARE PRESENT IN SCHOOLS.**

We are happy to assist with essential medication needs when the documentation is completed by parents and the physician and present at the office, and when medication is provided in the original packaging**. Forms are always available upon request.**

**HELPFUL HINT-** Many parents will take a form with them to the doctor if they suspect that a medication may be needed as part of follow up. This saves you an extra trip or communication after-the-fact.

1. **Injuries and Communication**

 If an injury happens at school or a school event, appropriate first aid will be administered. If the injury appears more serious, we

 will call parents or their emergency contact as provided to the school.

**Creating an Environment Focusing on Success**

 **Personal Readiness to Learn- Appropriate Clothing for Maximum Participation**

 Our learning program is diverse and exciting and includes many lessons that are cross curricular, that is, we may use elements of our ARTS programme to study history, social studies or part of our Religion Programmme. We move in classroom spaces and outdoor spaces creatively and beyond the use of desks, whenever it best suits the learning at hand. For these reasons, students need to come to school dressed to be able to sit on the floor, work from appropriate physical education equipment and be comfortable participating in creatively staged dramatic arts tasks.

 **Students in elementary schools from kindergarten right through to and including grade eight, require parental support in selecting clothing that is modest, flexible and safe for school participation.** Often what might work at home, may not be appropriate in close proximity or during to other students during drama or Phys. Ed.

 Backs and midriffs should be covered. Shorts should be of appropriate length (when a student is standing straight, we ask that the shorts be longer than an extended arm, as the students are NOT standing still during activities). Halter tops and thin strapped tops are not appropriate for participating in activities at school. Undergarments should not be visible at any time. Profane or suggestive pictures and slogans on clothing are not acceptable. Parents should discourage accessories that jeopardize safety i.e. dangly earrings. Hats are to be removed when students enter school.

 For the safety of all students and respecting our learning environment, outside footwear is to be removed inside and inside footwear is to be changed into and worn at school, including appropriate shoes for gym. Constant appropriate footwear is essential for emergency exits and injury prevention. During inclement weather months, specific guidance regarding use of climber safety for footwear and clothing will be shared with parents.

 Ultimately, for programme reasons, appropriateness of dress will be determined by the teachers and the principal.

 **Non-essential Items for Classroom Participation**

 All classrooms and regularly attended areas of the school have telephones as part of our safe schools plans. Additionally, it is important for us as a school community to continue to recognize the role of parents in determining Freedom of Information issues for their own students in an elementary school setting. Pictures and messaging do not

take place without specific parental consent.

**Electronic Communications and Media Devices**

At this time, electronic device regularly needed for learning are provided by the school, All personal electronic devices (i.e. cell phones, cameras, etc.) brought to school for emergency purposes when travelling to and from school must be powered off and left at the school office when the student arrives at the school. These items will be returned to the student upon dismissal. If electronic devices are found in a classroom, these items will be confiscated and returned to a parent.

 **Respecting Personal Space and Safe Play**

 At Our Lady of Fatima Catholic School, where the love of learning and the belief that engagement and respect are fundamental elements that promote positive interactions, the students, guided by the staff and supported by their parents, are invited to experience a school community that is active, safe and fun. All students are expected to honour the “personal space” of their peers, of staff and of visiting volunteers. We are a “Hands Off” school community.

 Students will have modelled opportunities to learn to differentiate between athletic enthusiasm and accurate application of skills and other invitations for cooperative play. Our goal is inclusion of all students on a variety of levels. Our mutual work is to have students receive consistent support and messaging about how to successfully develop good interactive skills and about how to seek support when there is a need for adult intervention.

**Promoting Positive Student Behaviour**

 Recognition for appropriate behaviour is an ongoing and vital point of celebration within our school. First and foremost, however, is self-satisfaction and a sense of contribution. The school’s pleasant, safe and orderly atmosphere results from everyone accepting responsibilities and acting accordingly. Young people have a need for positive reinforcement. As a school we have Good News Assemblies intentionally focused on sharing great news, individual and group celebrations and to demonstrate that noticing young people becoming strong confident and care giving citizens is important to us all. Our school’s GOTCHA program is supported by every adult in the school and is dedicated to adults demonstrating to children that their kindnesses are noticed. Additional sources of support include-

 -our front hall Prayer Centre “monitor” that shares school spirit and successes constantly for all visitors and parents to see, our Prayer Power Centre which includes praise and thanksgiving petitions, student announcements, private / public recognition (verbal reinforcement for academic, written celebrations eg. newsletter), artistic/athletic achievement, medallions, ribbons, certificates and awards school and class incentives, leadership opportunities and shared parental encouragement.

**Bullying Prevention and Intervention**

**\*Our Lady of Fatima Catholic School will use the definition of bullying as outlined in the ALCDSB Bullying Prevention and Intervention Policy Statement (Caring and Safe Catholic Schools)** [**www.alcdsb.on.ca**](http://www.alcdsb.on.ca/)

We believe that each student should come to school each day looking forward to safe, happy and positive interactions within the school community. Every child and every staff member at Our Lady of Fatima Catholic School matters. The staff of our school implements a variety of learning strategies and tools that will help students to appreciate the dignity and uniqueness of each person. These strategies promote empathy, self-esteem, self-regulation skills, social-emotional learning and respect for others. Students learn to respect the perspective of others, both student and adult. Through the Religious Education and Family Life programmes and through various prevention strategies at the school level, students learn to reflect on their actions and their intent. Students are celebrated for their acts of kindness through our GOTCHA programme. Our Peace Keepers Pledge at Fatima is a foundation of how all students want to be treated and is completely written by students from kindergarten to Grade 8. It is so important that it is recited daily in our announcements. “Peer Monitors” create an additional opportunity for students to see other students as sources of assistance on route to reporting to an adult.

Additional programs and teaching strategies will be decided on based on feedback obtained from the bi-annual completion of a School Climate Survey by students from Grades 4 to 8, their parents and our staff. The information gleaned from these surveys will help the staff team to determine next best steps to support the well-being of all members of the school community. School wide and classroom specific presentations are made to encourage students to understand the importance of reporting their concerns. Students are strongly encouraged, on a regular basis, to report situations that they are part of or are witness to that show that another student is being mistreated. Adult support is always visibly available at all times in all locations on the school property. The Principal and staff members will investigate situations and work with students to resolve conflicts and restore relationships. At all times the privacy and dignity of all involved will be respected and preserved.

**Progressive Discipline and a Restorative Approach**

 When inappropriate behaviours do occur, disciplinary interventions are put in place in a method that communicates a need for corrected behavior on the part of the student, but also that communicates support for the student in restoring positive opportunities to learn from mistakes and move forward with success. Students need to learn that using truthfulness to take responsibility for mistakes is the beginning of the restorative practice that will help them grow in understanding for future difficult choices. When our school is focused on restoration of all students to a positive place in the community of our school, then we welcome opportunities to demonstrate forgiveness, to teach through compassion and clear expectations.

 Early interventions may include, but are not solely limited to, contact with parents, verbal reminders, loss of privileges, and restorative time spent with a particular focus on a related assignment. Early and ongoing intervention strategies are important in attempting to prevent unsafe/inappropriate behaviours. These are aimed at providing the student with opportunities to reflect on their actions, consider the perspective of others who are impacted and hopefully to commit to changing their behavior.

 Progressive Discipline is an individual and paced approach to address inappropriate behaviour. There is an expectation that the student is also committed to improving their choices in the future. However, in the event of serious incidents, after full investigation of all circumstances, there may be situations that merit consideration of a suspension or expulsion.

 Under subsection 306(1) of the Education Act, a principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in an activity while at school, at a school related activity or in other circumstances where engaging in the activity will have an impact on the school climate. The infractions may result in a suspension pending possible expulsion in accordance with Board policy. The Principal will consider all factors when making this decision as explained in the school board’s policy named below. Please refer to the **ALCDSB Administrative Procedures: Suspension of a Student (Caring and Safe Catholic Schools).**

Grounded in mutual respect,

Guided by Faith filled reflection

 and

Joyful in celebrating the successes of all,

Together we are better.

PLEASE NOTE: Copies of the Code of Conduct with the attachments included are available at the office upon request.