

SACRED HEART CATHOLIC SCHOOL CODE OF CONDUCT

OUR VISION:

As a community, we are blessed with many natural gifts from God. If we believe this then we must take a greater level of responsibility to ensure these gifts are given the same respect as our spiritual gifts from God. Sacred Heart is a Platinum Certified ECO School, which is a clear commitment to maintaining not only our school environment but educating ourselves about the larger issues facing the global community.

POLICIES AND PROCEDURES

The School recognizes a whole school approach and the policies and procedures of ALCDSB are important for promoting positive school climate and well-being.

The School also recognizes the goals of policy initiatives must address the areas of challenge identified in school/Board climate surveys and other relevant data.

1. The school will actively communicate its policies, procedures and guidelines to the school community (including involving the school community in the review and/or development of policies, procedures and guidelines relating to Caring and Safe Schools), by taking the following steps:
 - Sharing the ALCDSB Caring and Safe Catholic School Administrative Process with parents, when needed.
 - Directing parents to the Ministry of Education Provincial Parent Guide, when needed.
2. The roles/responsibilities of the school community (students, staff, parents, and community members) are as follows:
 - To follow the standards of behaviour as outlined in the Code of Conduct. The code of conduct will be posted on the school website.
 - To participate in a whole-school approach to positive school climate in order to ensure schools are safe, inclusive, and accepting. The Ministry of Education Provincial Parent Guide link: <http://www.edu.gov.on.ca/eng/safeschools/code.pdf>.

PROMOTING POSITIVE BEHAVIOUR:

Students share with teachers, parents and parish the responsibility of maintaining the special spirit and character of the Catholic school within our community. This environment depends upon the cooperation and commitment of all involved.

As a community, we treat others with dignity, respect, equity, forgiveness and compassion through various actions both directly and indirectly:

- Always using polite and respectful language
- Helping another student in need
- Including others who are left out
- Challenging “by-stander” behaviours
- Expressing concern and care when someone isn’t feeling top-notch
- Be aware of feelings and perspective of others

STUDENTS HAVE THE RESPONSIBILITY to fulfill the Ontario Catholic Graduate Expectations:

- A discerning believer formed in the Catholic Faith community who celebrates the signs and sacred mystery of God’s presence through word, sacrament, prayer, forgiveness, reflection and moral living.
- An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

- A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.
- A collaborative contributor who finds meaning, dignity and vocation in work which respects the right of all and contributes to the common good.
- A caring family member who attends to family, school, parish, and the wider community. A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

BULLYING PREVENTION AND INTERVENTION:

Is it Bullying or is it Conflict?

Bullying - is a persistent pattern of unwelcome or aggressive behaviour that often involves an imbalance of power, and/or the intention to harm or humiliate someone.

Conflict - on the other hand is generally a disagreement or difference in opinion between peers who typically have equal power in their relationships. It's usually an inevitable part of a group dynamic.

Bullying – means aggressive and typically repeated behaviour by a pupil where,

- a) The behaviour is intended by the pupil to have the effect of, or the pupil ought to know the behaviour would likely have the effect of,
 - i) Causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - ii) Creating a negative environment at a school for another individual, and
- b) The behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education ("intimidation")

For the purposes of the definition of bullying above, behaviour including the use of any physical, verbal, electronic, written or other means.

Cyber-bullying

For the purposes of the definition of bullying above, bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- a) Creating a web page or a blog in which the creator assumes the identity of another person.
- b) Impersonating another person as the author of content or messages posted on the internet; and
- c) Communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals

Bullying prevention and intervention programs or activities are evidence-informed and address the needs identified by the Board or the School:

- Community building meetings such as circles, sharing and daily meetings
- MindUp program and Executive Function lessons to build students' resiliency and self-advocacy
- Reframing issues through a Self-Reg lens, identifying stressors across the five domains.

Relationship-building and community-building resources that are present in the school, classroom and in the larger community:

- Promoting connections to caring adults
- Youth Workers
- Mental Health and Addictions Nurse
- Big Buddies program

Activities that promote students' pro-social skills and decrease social bullying:

- School-wide focus on gospel values, virtues and Catholic Graduate Expectations to foster students' appreciation of their God-given gifts in relation to their social responsibilities
- School-wide social justice and charity initiatives to build students' understanding of equity as well as their impact on others and themselves
- Daily messages regarding catholic virtues, positive mindset, and pro-social competencies in the morning announcements
- Spirit Days to maintain students' sense of belonging and connectedness
- Big Buddies program to protect and nurture students' sense of awe within inquiry-based learning
- ECO Team activities to foster students' social responsibility

SCHOOL BUS TRANSPORTATION

It is a privilege, not a right, to ride the bus. Proper behaviour ensures the driver will be able to concentrate on driving and therefore protect the welfare of the other students. Safety is crucial.

While travelling on the bus:

- Stay seated
- Do not throw garbage out of a window
- Do not put arms or head outside the window
- Do not eat or drink
- Obey bus driver's requests promptly
- No fighting or rough housing
- Speak in a conversational volume

When your behaviour does not reflect the expectations of the school you may be suspended from bus privileges temporarily or permanently, depending on the severity of the infraction.

BUSSING AND INCLEMENT WEATHER

Tri-Board Student Transportation Services inclement weather policy is outlined below. Please note, in the event of bus cancellations, schools will remain open.

- Road condition reports are obtained from various Municipal Road Superintendents prior to 6:00 a.m.
- Several owners/operators of our local bus companies are inspecting road conditions in their geographical area and are in contact with the Tri-Board Students Transportation Services as early as 5:30 a.m. during inclement weather.

- Parents of bussed students should be reminded to review/update their emergency contact information and listen to local area radio stations for bus delays/cancellations.
- When the bus does not travel in the morning due to mechanical issues, it will run in the afternoon.
- Parents can sign up for electronic notification of bus cancellations on the Tri-Board website

The procedure for early building/school shut down is the responsibility of the Director(s) of Education, to make decisions with respect to the early and/or temporary shutdown of schools and Board buildings.

ELECTRONIC DEVICES AND SOCIAL MEDIA

Use of electronic devices and social media:

- Will adhere to the overall expectations of this Code of Conduct
- Those brought to school for emergency purposes when travelling to and from school must be powered off and put away in back packs
- The use of cell phones or any other devices to take pictures is not allowed in private areas such as washrooms, dressing room areas, or busses.
- Students may use the school phone to contact their parents if necessary and with permission from a staff member.
- Parents should continue to contact their child/children by calling the main office.
- Students shall be personally and solely responsible for the security of their cell phone and/or other electronic device.

The use of the internet is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges.

RESPONSE TO INAPPROPRIATE BEHAVIOUR

As students journey towards self-discipline and maturation, there may be occasions when they find themselves in violation of the standards contained in the Code of Conduct. Those responsible for the implementation and enforcement of our school Code must have a variety and range of options and strategies available to them. They must also be able to exercise sufficient latitude to deal with the individual needs of students and to exercise judgement within the context of specific situations. The principle of progressive discipline will be followed. The following is an array of possible consequences that could be implemented, depending on factors such as the age of the child and prior infractions.

- informal/formal interview with student
- parent contact/interview
- an apology by the student
- written assignment
- restitution for damaged or lost property
- removal of special events/privileges
- withdrawal of student from classroom
- referral to child and youth worker (e.g. social skills, anger management)
- behavioural or performance contract
- suspension from school
- loss of school bus privileges

PROGRESSIVE DISCIPLINE

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports and consequences to address inappropriate student behaviour and to build on strategies to promote positive behaviours as described above. When inappropriate behaviour occurs, disciplinary measures

should be applied within a framework which shifts the focus from one that is solely punitive to one that is corrective and supportive. Schools should utilize a range of interventions, supports and consequences which include learning opportunities for reinforcing positive student behaviour while helping students to make good choices. It is a process designed to create the expectation that the degree of discipline will be in proportion to the severity of the behaviour leading to the discipline and the previous disciplinary history of the student and all other relevant factors will be taken into account.

SUSPENSIONS AND EXPULSIONS

A Principal shall consider whether to suspend a pupil, if the Principal believes the pupil has engaged in any of the following activities 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. Activities leading to a Possible Suspension under the Education Act, s. 306 (1) include:

- a) uttering a threat to inflict serious bodily harm on another person
- b) possessing alcohol or illegal drugs
- c) being under the influence of alcohol
- d) swearing at a teacher or at another person in a position of authority
- e) committing an act of vandalism causing extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school
- f) bullying
- g) any other activity for which a Principal may suspend a pupil under the policy of the Board

Activities leading to a Possible Suspension under Board Policy include:

- a) persistent truancy
- b) persistent opposition to authority
- c) habitual neglect of duty
- d) serious breaches of the Board Code of Conduct or the School Code of Conduct
- e) conduct injurious to the moral tone of the school
- f) conduct injurious to the physical or mental well-being of others in the school
- g) the use of tobacco
- h) the willful destruction of school property, vandalism causing damage to school or Board property, or to property located on school or Board premises
- i) the use of profane or improper language
- j) infraction(s) off school property where the pupil's conduct in the community negatively impacts on the school
- k) dress that contravenes the established dress code within a school
- l) being in possession of, or being under the influence of, or providing others with legal drugs without a prescription for the said drugs, or in a manner or an amount not contemplated in the general instructions for use of the said drugs
- m) being under the influence of alcohol or illegal drugs
- n) taking photographs and/or video and/or audio recordings during an instructional class and in other areas of the school, unless authorized by the Principal or the classroom teacher
- o) harassing another person by the use of mechanical/electronic technology or communications
- p) invading another person's privacy by the use of mechanical/electronic technology or communications
- q) production, possession and/or distribution of hate material, including pornography
- r) possession or misuse of any harmful and/or explosive substances
- s) extortion
- t) theft

- u) aid/incite harmful behaviour
- v) physical assault
- w) lack of immunization as determined by the local Health Unit

MITIGATING FACTORS

Pursuant to the Suspension and Expulsion of Pupils Regulation, the following mitigating factors shall be taken into account:

- the pupil does not have the ability to control his or her behaviour
- the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour
- the pupils continuing presence in the school does not create an unacceptable risk to the safety of any person

GENERAL EXPECTATIONS FOR PLAYGROUND BEHAVIOUR

- students are expected to treat all members of the school community in a polite and cooperative manner
- students are expected to show respect to the rights of others
- students are to play in their designated areas of the school playground
- all playground equipment is to be shared and used with particular concern for safety and courtesy. The playground equipment will be closed during winter for safety reasons.
- For safety reasons, hardballs and baseballs are not to be used. Tennis balls, basketballs, volleyballs, and soccer balls are acceptable for play. Throwing of objects such as snowballs, stones, and sticks can cause personal injury or property damage and is not acceptable.
- Games are to be non-contact. Profanity, name calling, poor sportsmanship, verbal or physical threats, racial slurs and sexual harassment are unacceptable. Verbal and physical acts of aggression will not be tolerated.
- Skateboards, scooters, in-line skates are not permitted to be used on school property.
- Report any injuries or incidents of bullying to the teachers or persons in charge on supervision duty.
- Minor infractions will be dealt with by the teachers or persons assigned to supervision duty. Any serious or repeated infractions will be reported to the office, which may result in a loss of student privileges. Parents may also have to be contacted.

DEVELOPING RESILIENCY

Resilience refers to the capacity to return to good mental health after challenging and difficult situations. Resilience allows individuals to manage difficult episodes or challenges in their lives.

Sacred Heart, works in collaboration with our parent partners and with community agencies to provide all of our students with compassion and self-confidence to prevent occurrences of bullying/conflict and to equip students with the skills and knowledge to react when they or their friends are confronted by difficult situations.

PERSONAL APPEARANCE

- A student shall demonstrate respect for themselves and our school through appropriate language, good manners and proper school conduct.
- Clothing must be appropriate and reflect the tone of the school.
- Profane or suggestive pictures and or slogans on clothing are not acceptable.
- Shorts and tops are to be of an appropriate length for all students.

- Hats are to be removed when students enter the school. Coats and outside footwear are also to be removed and neatly arranged upon entering the classroom.
- Attempts will be made to ensure that inside footwear be worn at school including appropriate shoes with non-marking soles.

SACRAMENTAL AND RELIGIOUS INSTRUCTION

Religion is integrated within all aspects of the educational experience and is one of the reasons we can say that “Catholic Schools are schools with a difference”. The students in our school, with the help of parents, priests, and teachers are made ready to receive the sacraments. All students must take part in religious instruction and celebrations and may not be excused from participation. We also encourage both you and our child to attend Sunday Mass regularly as the Mass is the very center of our worship. Periodically, the teacher will send home information about the Religious Education Program with ideas for parents/guardians to use with their child at home. We hope you will use these to make the spiritual development of your child a joint effort between Church, School and Home.

CHILD CUSTODY

If a custody order exists, a copy must be on file at school. Without proper legal documentation, child access can't be denied.

OVERALL PHILOSOPHY

As members of Sacred Heart Catholic School community, each of us has a responsibility to create a safe, welcoming school environment rooted in faith, peace, justice and kindness. Jesus said, **“Do to others as you would have them do” (Luke 6:31)**. Together, as disciples of Jesus, we can create a nurturing community of goodness.

I make Sacred Heart Catholic Elementary School Safe by:

I have reviewed the electronic copy of the Code of Conduct for Sacred Heart Catholic School and have discussed it with my child/children. I will support the Code of Conduct at home.

Student Name (s): _____

Parent/Guardian: _____

Date: _____