

## **St. Boniface Code of Conduct**

*This is what Yahweh asks of you:*

*only this, to act justly, to love tenderly, and to walk humbly with your God.*

*Micah 6*

### **Purpose of the Code**

St. Boniface Catholic Elementary School is committed to working with families, the parish, and community partners in maintaining a safe, secure, Christ-centered and student-focused learning environment. We believe that safe schools are a prerequisite for student achievement, and that students should feel and be safe in school on school grounds.

St. Boniface promotes a positive school climate where all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and appropriate interactions among all members of the school community. A whole-school approach, which involves all members of the home-school-parish community, is necessary to ensure that schools are places of belonging. Building and sustaining a positive school climate means that we embrace the diversity of our school, which includes, but is not limited to: staff and students of any race, ancestry, colour, ethnic origin, citizenship, creed, physical and intellectual ability, sex, sexual orientation, gender identity and/or expression, age, marital status, and/or family status.

With the right to be safe comes the responsibility to contribute to our positive school climate and:

- to ensure that all members of the school community are treated with dignity and respect
- to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
- to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
- to encourage the use of non-violent means to resolve conflict
- to promote the safety of all people in the school
- to avoid the use of alcohol and illegal drugs
- to prevent bullying in schools

### **Promoting and Supporting Positive Student Behaviour**

St. Boniface Catholic Elementary School realizes the non-negotiable need to provide a safe, caring, and inclusive school environment. A faith-filled positive school climate will ensure that the dignity of every person is being honoured and respected. Maximizing students' learning potential and ensuring a positive school climate for ALL members of the school community can only occur through the implementation of proactive, positive practices, program modifications or accommodations. These may include, but are not limited to:

- class placement
- positive encouragement and reinforcement

- support and/or counseling from various community and/or Board agencies (i.e. Perth-Huron District Health Unit, Huron Perth Centre, Big Brothers/Sisters, priests, social workers)
- conflict resolution
- student leadership programs and school-based teams and/or club involvement
- bullying prevention programs
- student success strategies
- Safe and Healthy School Committee

### **Roles and Responsibilities**

(as found in Provincial Code of Conduct PPM No. 128, Dec. 2012)

**Principals**, under the direction of their school boards, take a leadership role in the daily operation of a school. They provide this leadership by:

- Demonstrating care for the school community and a commitment to academic excellence in a safe, inclusive, and accepting teaching and learning environment;
- Holding everyone under his/her authority accountable for his/her behavior and actions
- Empowering students to be positive leaders in their schools and community;
- Communicating regularly and meaningfully with all members of their school community.

**Teachers and Other Staff**, under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behavior. As role models, teachers and other school staff uphold these high standards when they

- Help students work to their full potential and develop their sense of self-worth;
- Empower students to be positive leaders in their classrooms, school, and community;
- Communicate regularly and meaningfully with parents;
- Maintain consistent standards of behavior for all students;
- Demonstrate respect for all students, staff, parents, volunteers, and other members of the school community;
- Prepare students for the full responsibilities of citizenship.

**Students**, are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship, through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- Comes to school prepared, on time, and ready to learn;
- Shows respect for him/herself, for others, and for those in authority;
- Refrains from bringing anything to school that may put his/her safety or the safety of others at risk;
- Follows the established rules and takes responsibility for his/her own actions;
- Uses technology according to the expectations and rules of the Board (3B:5), specifically the rule of the electronic transmission or posting of photographic images of a person or

persons on school property, at school events, and during school activities, and/or hours is prohibited;

- Uses communication technology according to the expectations and rules of the Board (3D:7), specifically, avoids deliberate behavior (individually or in a group) that is intended to harm others or has a negative impact on the school climate.

**Parents**, play an important role in the education of their children and can support the effort of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:

- Show an active interest in their child's school work and progress;
- Communicate regularly with the school;
- Make sure their child is neat, properly dressed, and prepared for school;
- Ensure that their child attends school regularly and on time;
- Inform the school promptly about their child's absence or late arrival
- Become familiar with the provincial code of conduct, the board's code of conduct and the school rules;
- Encourage and help their child follow the rules of behavior
- Assist school staff in dealing with disciplinary issues involving their child.

### **Definition of Progressive Discipline**

(adapted from Board Policy 3D:10)

**Progressive Discipline**, is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behavior and to build upon strategies that promote positive behaviours. In everything we do in our school, we are led by our Faith, and a conscious effort to model the Beatitudes and Cardinal Virtues, while responding as a caring Catholic community. It includes a response to misbehavior which shifts the focus from punitive to corrective and supportive. It also includes a range of responses that include learning opportunities for reinforcing positive behavior while helping students make good Christ-like choices in the future.

### **Range of Responses**

The components of an in-school progressive discipline continuum include but are not limited to:

- verbal or non-verbal messages/reminders
- re-location within the classroom or learning environment
- private consultation with the student
- student reflection (orally or in writing)
- collaboration with parent or guardian
- detention / loss of privileges
- collaboration with other school personnel (e.g. principal, special education resource teacher, peer mediation)
- restitution, restorative justice, and/or community service

- suspension (principal shall consider mitigating circumstances as per Board Policy 3D:1)
- expulsion (principal shall consider mitigating circumstances as per Board Policy 3D:2)