



**ST. MICHAEL**  
CATHOLIC SECONDARY SCHOOL



## 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

### **Purposes of the Code**

St. Michael Catholic Secondary School is committed to working with families, parishes, and community partners in maintaining safe and orderly Christ-centered learning environments. We believe that safe schools are a prerequisite for student achievement and that students should feel safe and be safe in school and on school grounds.

St. Michael Catholic Secondary School 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 safe, inclusive, and accepting. Building and sustaining a positive school climate is a complex challenge requiring evidence-informed solutions. We embrace the diversity of our school which includes, but is not limited to: (staff or) pupil of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, physical and intellectual ability, sex, sexual orientation, gender identity, gender expression, age, marital status, family status. With this right to be safe and feel safe comes the responsibility to contribute to a positive school climate and:

- to ensure that all members of the school community, especially people in positions of authority, 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 people in the schools
- to discourage the use of alcohol and illegal drugs
- to prevent bullying in schools

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

St. Michael Catholic Secondary 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 in the school community 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. They may include, but are not limited to:

- class placement
- positive encouragement and reinforcement
- individual counselling (Student Services, Chaplain, social worker, priest)

- conflict resolution
- student leadership programs
- school-based team and/or club involvement
- bullying prevention programs
- student success strategies
- school, Board and community support programs
- Safe and Healthy School Committee

## **Roles and Responsibilities** (as found in Provincial Code of Conduct PPM No. 128, Dec 2012)

**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 himself/herself, for others and for those in authority
- refrains from bringing anything to school that may put 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 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 deliberate behaviour by an individual or 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 efforts 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 school rules
- encourage and help their child follow the rules of behaviour
- assist school staff deal with disciplinary issues involving their child.

**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 their authority accountable for his or her behaviour 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 School Staff**, under the leadership of their principals, teachers and other school staff maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. 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 behaviour 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.

### **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 behaviour 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 while responding as a caring Catholic community. It includes a response to misbehaviour which shifts the focus from punitive to corrective and supportive. It also includes a range of responses that include learning opportunities for reinforcing positive behaviour while helping students make good 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 from teacher or adult in authority
- re-location within the classroom or learning environment
- private consultation with student, to cause student to reflect (orally or in writing), to develop alternative behaviours and to reprimand if necessary
- collaboration with parent or guardian
- detention or loss of privileges
- collaboration with other school personnel (for instance, principal or vice-principal)
- referral to other school personnel
- peer mediation
- restitution, restorative justice, 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:1)

On an annual basis, the principal will review the School Code of Conduct with the School Advisory Council members and with all staff members. Annually, the Code of Conduct will be communicated to all students, parents and staff. All staff, in dealing with incidents of student misbehavior, will act in accordance with the definition of progressive discipline and its range of responses. As a staff, we believe that home and school must share the responsibility for teaching our young adults appropriate behaviour.