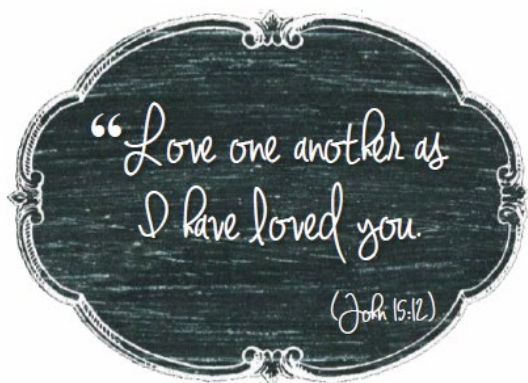




Monsignor William Irwin – Code of Conduct

Learning through faith, hope, and love...

École Monsignor William Irwin focuses on a welcoming, caring, respectful and safe learning environment. Our Student Code of Conduct was developed by our school community based on input from students, parents and staff. It is reflective of the expectations of students as addressed in legislation and district policies. It will be communicated in writing to all members of the school community, to be reviewed and adapted, as necessary, on an annual basis.

Our goal is for students to be responsible for their behaviour. Our priority is to establish and maintain an appropriate balance between individual and collective rights, freedoms, and responsibilities in our school community. Our code of conduct is in place to help students learn how to address issues of dispute, develop empathy and become good citizens both within and outside of the school community. We, the Monsignor William Irwin community believe that we are called to recognize the divine in each person and that we are all children of God. 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 Monsignor William Irwin.

We affirm that pursuant to the *Alberta Human Rights Acts* and the *Canadian Charter of Rights and Freedoms*, students and staff members are protected from discrimination. More specifically, discrimination refers to any conduct that serves to deny or discriminate against any person or class of persons regarding any goods, services, accommodations or facilities that are customarily available to the public, and the denial or discrimination is based on race, religious beliefs, colour, gender, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

As a school community, we believe that all students deserve:

- a positive, proactive approach to learning
- clear expectations
- positive reinforcement
- social skill development
- supervision and monitoring
- fair consequences for appropriate and inappropriate behaviours

With this in mind, our community members are expected to behave in a Christ-like, self-disciplined and responsible manner when interacting with others in the school building, outside of school or school hours, or electronically.

Acceptable Behaviours

Behaviours that contribute to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

- ⇒ Respect yourself and the rights of others in the school.
- ⇒ Refrain from, refuse to tolerate, and report bullying or bullying behaviour, even if it happens outside of the school or school hours or electronically.
- ⇒ Inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school.
- ⇒ Act in ways that honours and appropriately represents you and your school.
- ⇒ Attend school regularly and punctually.
- ⇒ Be ready to learn and actively engage in and diligently pursue your education.
 - Know and comply with the rules of your school.
 - Cooperate with all school staff.
 - Be accountable for your behaviour to your teachers and other school staff.
 - Contribute positively to your school and your community.

Unacceptable Behaviours

Behaviours that interfere with the learning of others and/or the school environment or that create unsafe conditions including but not limiting to:

- ⇒ Rude or inappropriate language
- ⇒ Physical violence.
- ⇒ Acts of bullying*, harassment, or intimidation.
**See "Peer Conflict, Mean Behaviour & Bullying" table for definition.*
- ⇒ Retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concern.
- ⇒ Illegal activity such as:
 - possession, use or distribution of illegal or restricted substances
 - possession or use of weapons
 - theft or damage to property

It is important to note that, according to Alberta's School Act, while school staff are not able to control what students do outside of school... students will be held accountable for conduct that occurs outside of the school building, or school day, or electronically if the conduct negatively affects a member of the school or interferes with the school environment.

Consequences of Unacceptable behaviour

Monsignor William Irwin staff will consider the specific circumstances of the situation, the student's age, maturity, and individual circumstances when determining appropriate consequences for unacceptable behaviour. We will also address how support will be provided to students impacted by inappropriate behaviour and to those students who engage in inappropriate behaviour. All information affecting the decisions made about the consequences or supports put in place for a student will be discussed with their parent/caregiver only, in compliance with the Freedom of Information and Protection of Privacy Act. A continuum of supports may include preventative procedures, mentoring, restorative processes, regular check-ins with staff, etc.

A severe breach of conduct may require suspension (in-school and/or out of school) in accordance with section 12 of the School Act.

PEER CONFLICT, MEAN BEHAVIOUR AND BULLYING What's the difference?

Social Responsibility & Diversity Team – Vancouver School District #39

Peer Conflict	Mean Behaviour	Bullying
It's a natural part of growing up. Children disagree and can't solve their own problems. They become so frustrated that they say mean things or act out physically by hitting, kicking or trying to hurt. If it's peer conflict you will be aware that these children: ➔ usually choose to play or hang out together; ➔ have equal power (similar age, size, social status, etc.); ➔ are equally upset; ➔ are both interested in the outcome; and ➔ will be able to work things out with adult help (after calming down). Adults can respond by helping the children talk it out, and see each other's perspective. This is often referred to as "conflict resolution".	Children may try out behaviours to assert themselves – sometimes saying or doing mean things – such as making fun of others, using a hurtful name, taking something without permission, leaving a child out, or "budding" in line. If it is mean behaviour, usually: ➔ it is not planned and seems to happen spontaneously or by chance; ➔ it may be aimed at any child nearby; ➔ the child being mean may feel badly when an adult points out the harm they've caused. When adults see mean behaviour they should not ignore it. Adults should respond quickly, firmly and respectfully to stop the behaviour, to let kids know that their actions are hurtful, and to re-direct children to more positive behaviour.	Bullying is serious behaviour that has three key features – all three must be present for the situation to be considered bullying: ➔ Power imbalance -- One child clearly has power over the other(s), which may be due to age, size, social status, and so on. ➔ Intention to harm -- The purpose of the behaviour is to harm or hurt other(s) – it's clearly not accidental. ➔ Repeated over time -- continues over time and gets worse with repetition. There is a real or implied threat that the behaviour will not stop, and in fact will become even more serious. The effect on the child who is being bullied is increased fear, apprehension, and distress. Adults must address the bullying behaviour and ensure the safety of the student who has been targeted.

Reporting Bullying

Students who are being bullied or witness someone being bullied have the responsibility of telling an adult.

Some ways to report are:

- ➔ tell an adult in the school that you trust
- ➔ if you need support telling an adult at school you can talk to a parent, relative, coach, mentor, or friend and have them help you report bullying to the school

What does it mean to "not tolerate bullying"? This doesn't mean you have to step into the middle of something.

You can show your support in many ways:

- ➔ model the behaviours you would like to see in others
- ➔ support the person who is the target of the behaviour
- ➔ don't watch or encourage bullying behaviours - this sends a message that you think these behaviours are okay
- ➔ if it's safe say to the person "hey, let's go" and walk away with them
- ➔ check in with the person who was bullied to see if they are ok and if they have someone to talk to; this could be in person or by text
- ➔ support the person to tell an adult; this might be through encouraging them or going with them

Safe and Caring. (n.d.). Retrieved May 17, 2016, from <http://www.safeandcaring.ca/>

Responsibilities of Students

Students are accountable for their conduct. What does it mean to be accountable for your conduct? Everyone makes mistakes so it's not about being perfectly behaved all the time. When you do make mistakes, it is about admitting and owning up to those mistakes, taking responsibility and when necessary making things right.

You can contribute to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging by:

- ⇒ smiling at your peers and the adults in your school
- ⇒ greeting visitors to your classroom or school
- ⇒ encouraging your friends to contribute to a welcoming, caring, respectful and safe environment
- ⇒ being friendly and helpful towards students that are new to the school and others
- ⇒ sitting with someone who is alone at lunch, inviting someone to play with you at recess or working together to complete a project
- ⇒ keeping your school and school grounds clean and tidy
- ⇒ coming to school/class on time and as prepared as possible
- ⇒ treating everyone with respect even if you don't agree with their beliefs and/or values
- ⇒ demonstrating empathy for others
- ⇒ following classroom and school expectations so everyone can learn
- ⇒ avoiding put downs or snickers when questions are asked in class. No one should feel afraid or nervous about coming to school
- ⇒ getting involved in school activities that interest you
- ⇒ doing your best in all of your schoolwork. Let your talents shine through. Encourage others to also do and be their best.
- ⇒ respecting personal space and belongings

Responsibilities of Parents

Students and staff are responsible to ensure that their conduct contributes to a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging. Parents have a corresponding responsibility under section 16.2(a) of the School Act to help their child meet his/her responsibilities. Parents have an important role to play, whether they are in the school regularly or not, to:

- ⇒ make sure your child attends school regularly and punctually
- ⇒ pay attention to how you talk about the school, staff, other students and their families in front of your child
- ⇒ speak respectfully to and about school staff
 - All parties in a conflict situation must recognize and respect the principle of "first contact." This means that the person(s) who have the concern, have a responsibility to begin addressing the concern directly with those persons with whom they have the concern before taking their concern elsewhere.
- ⇒ model kindness
- ⇒ take responsibility for your mistakes
- ⇒ model peaceful problem solving when you have a conflict
- ⇒ make appointments to ensure the person you want to speak with has sufficient time to have a focused conversation
- ⇒ report any problems at school to the teacher as soon as you can
 - Problems are easier to solve when they haven't been going on for a long time.
 - Always start with your child's teacher.

Spread love everywhere you go.

Let no one ever come to you without leaving happier.



St. Teresa of Calcutta