

St. Elizabeth School Conduct Policy

2026-2027



Statement of Purpose

The primary focus of the St. Elizabeth Student Code of Conduct is to help students learn how to address issues of dispute, develop empathy, and become good citizens both within and outside of the school community. Our goal is to establish and maintain a safe and caring Catholic environment that fosters and maintains respectful and responsible behaviours. Our conduct policy frames how a safe, nurturing learning environment is provided to recognize the unique gifts and inherent value of each student, staff and parent who is a member of our school community.

We affirm that pursuant to the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms* are afforded to all students and staff members within St. Elizabeth Catholic Elementary School. Human rights are protected and defined by section 45.1(3)(d)(ii) of the School Act and reinforced in our Student Conduct Policy. With an ethnically diverse population, we strive to acknowledge our commonalities and differences and create an awareness and appreciation for the richness of life that each culture brings.

We affirm that pursuant to the *Alberta Human Rights Act* 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, accommodation 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.

The School Act clearly states that, “One size fits all” or “Zero-tolerance” policies do not serve the purpose and intent of the School Act and are therefore not effective or manageable in any context; in particular not the school context. Student variables such as age, maturity and individual circumstances must always be considered. Preventative measures, supportive procedures for minor breaches of conduct, and fair, corrective interventions are all considered when addressing policy infractions.

The Student Code of Conduct Policy is developed and based on input from students, teachers, parents and the community at large. It is reflective of the expectations of students as addressed in legislation and district policies and will be communicated in writing to all members of the school community, on an annual basis, available on the school website and referenced in school mail-outs and student agenda books. The policy is to be reviewed annually by all stakeholders and adapted as necessary.

In keeping with this spirit of community and the recognition of ‘parents’ as the prime educators, responsibility for student growth, within an orderly society, is shared among the students, their parents, district staff, and agencies and services in the broader community. Parents/guardians play an important role in assisting teachers and principals in implementing our Student Code of Conduct Policy. Together, Staff, Parents and Students are expected to conduct themselves in a

manner that safeguards and contributes to a safe and caring Catholic environment that fosters and maintains respectful and responsible behaviours.

Roles and Responsibilities for Success

Staff Responsibilities:

- Maintain a warm and positive learning environment of friendliness, mutual respect and understanding.
- Be consistent and fair at all times.
- Communicate classroom and school expectations.
- Will encourage an attitude of service and create a Christian community by modeling core values of loyalty, dignity, respect, fairness, honesty and personal and communal growth.
- Will communicate directly with a parent to work collaboratively to problem solve difficulty with student conduct. Administration and other professionals may be involved as needed.
- Deliver appropriate education programming to meet the needs of all students to enable success.
- Ensure that each student and staff conduct themselves in a manner that safeguards and contributes to a safe and caring Catholic environment that fosters and maintains respectful and responsible behaviours.
- The principal will ensure that the school has a Student Code of Conduct procedure consistent with the values, beliefs and principals enunciated in the District Mission Statement.

Parent Responsibilities: (School Act Part 1, Section 16.2) *A parent has the right to choose the kind of education that shall be provided to his/her child and as a partner in education, has the legislated responsibilities:*

- Ensure that your child attends school regularly and that they are punctual
- Model kindness and peaceful problem solving when you have a conflict.
- Take an active role in the child's educational success including assisting your child comply with the child's legislated responsibilities.
- Conduct themselves in a manner that safeguards and contributes to a safe and caring Catholic environment that fosters and maintains respectful and responsible behaviours.
- Act as the primary guide and decision-maker with respect to your child's education
- 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. If you are not satisfied with the results of this conversation, the next step would be to make an appointment to speak with your child's principal.
- Cooperate and collaborate with school staff to support the delivery of specialized supports and services to your child.
- Encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school.
- Engage in your child's school community.

Student Responsibilities: (School Act Part 1, Section 12)

Acceptable behaviors that occur within the school, during the school day, or by electronic means, as outlined in Section 12 of the School Act, can have a positive impact on individual success and the entire school community. **Acceptable behaviors** include:

- Respect yourself and the rights of others in the school.
- Refrain from, report and refuse to tolerate bullying or bullying behavior, 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 honors 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 and District procedures.
- Cooperate with everyone authorized by the District to provide education programs and other services.
- Be accountable for your behavior to your teachers and other school staff.
- Contribute positively to your school and your community.
- Use technology responsibly.
- Show respect and care for school and personal property.
- Refrain from engaging in violence of any kind at school and during school-related activities.
- Assist in the prevention of violence without putting the student's own safety or well-being at risk, by co-operating with school staff and supporting intervention efforts. Students are encouraged to report incidents of concern to school staff.

Unacceptable behaviors are those which have a negative impact on the school or individuals within the school, whether or not they occur within the school building, during the school day, or by electronic means. While school staff are not able to control what students choose to do outside of school, where behavior spills into the school environment, consequences will be in place depending on several factors. **Unacceptable behaviors** include but are not limited to:

- Behaviors that contravene those listed above. (Any activities with criminal intent)
- Behaviors that interfere with the learning of others and/or the school environment or that create unsafe conditions.
- Acts of bullying, harassment, or intimidation.
- Verbal, physical or sexual threats or assaults.
- Retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concern.
- Use, possession or sale of alcohol and illicit substances
- Theft or damage to property.

Bullying Behavior

Alberta Education defines bullying as, "...a repeated and hostile or demeaning behavior intended to cause harm, fear or distress, including psychological harm or harm to a person's reputation. It often involves an imbalance of social or physical power" (Section 1(1)(b.1)).

Forms of Bullying Behaviors:

- Physical – For example: poking, elbowing, hitting
- Verbal – For example: name calling, insults, racist, sexist or homophobic comments, put-downs or threats
- Social – For example: gossiping, spreading rumors, excluding someone from the group, isolating, ganging up
- Cyber – For example: social or verbal bullying through the use of email, text messages or social media.

Signs of Bullying Behaviors:

- Not understanding or caring if someone is hurt
- Unexplained increase of money, clothing or other items
- Boasting about taunting someone
- Passing off teasing as a joke
- Laughing when others get hurt
- Demonstrating aggressive behavior
- Grouping together with some individuals and intentionally leaving others out (e.g., isolating, shunning)
- Name-calling

Bullying vs Conflict:

- Bullying behavior is not the same as hurting someone's feelings if there is no misuse of power or a deliberate intent to cause harm. It is important to support individuals to understand the difference between these behaviors as part of learning how to build healthy relationships.
- Bullying behavior is sometimes confused with conflict. Conflict is a disagreement about different beliefs, ideas, feelings or actions. It is a normal part of healthy relationships. For example, friends may disagree over which movie to see or what game to play. Learning skills to resolve conflict appropriately is very important for building and maintaining positive relationships.

Response to Bullying Behaviors:

Alberta Education notes that bullying behavior is very much a group phenomenon - 85 per cent of bullying takes place in the presence of others, at school, outside of school, or by electronic means. By providing students with the skills and confidence to intervene, either in the moment or afterwards, schools can take a significant step toward stopping bullying behavior.

What Adults Can Do:

Intervening in a bullying incident generally stops the behavior and sends a message that it is not acceptable. When intervening:

- Stay calm and ensure that everyone is safe.
- Listen attentively to all points of view.
- Determine if bullying is actually the case.
- Ensure support is provided to the person impacted by the behavior, the person engaging in the behavior, and bystanders witnessing the behavior.
- Make sure to take into account age, maturity and individual circumstances. It is important that the person engaging in bullying behavior has an opportunity to understand the impact of their actions.

What Students Can Do:

- Model the behaviors you would like to see.
- Support the person who is the target of the bullying behavior.
- Don't watch or encourage the behavior - this sends a message that you think the behavior is acceptable.
- If it is safe, say to the person "hey, let's go" and walk away with them.
- Check in with the person to see if they are OK and if they have someone to talk to.
- Encourage the person to tell an adult or tell an adult that you trust.
- Have empathy for others.
- No "Put downs" when questions are asked in class so students feel safe to respond.

Our School Response:

- In instances of bullying, the school will respond to bullying incidents whether they occur within the school building, during the school day, or by electronic means.
- If a child is being bullied or observes bullying, the child needs to report the incidents to his/her teacher or the school administration.
- If a child tells a parent about the incident, the parent needs to report the incidents to the teacher and/or school administration.
- When informed of an incident of bullying, the teacher and/or school administration will investigate the incident and determine if it is a bullying situation.
- If it is determined that bullying has occurred, the student who has bullied others will be disciplined, with appropriate consequences.
- In addition, support for the student who has been bullied will be provided, as needed.
- Consultation and problem solving will take place with all stakeholders.
- Recognition of positive conduct
- Offer agency support
- Behavioral strategies in place that are developmentally appropriate and implemented immediately.

Consequences for Unacceptable Behavior

While there are varying degrees of student conduct infractions and levels of responses, we believe that student conduct can be minimized with ongoing positive reinforcement and encouragement, as proactive strategies. At St. Elizabeth School, we seek every opportunity to treat each incident

as a teachable moment, providing the necessary supports required based on the needs of the individual, e.g., counseling, problem solving, mentoring, regular check-ins, AHS referrals to alternative programs and/or specialists.

- Consequences for unacceptable behavior take into account a student's age, maturity and individual circumstances.
- First responses to most student conduct infractions (i.e. minor infractions) begin at the classroom level.
- Depending on the severity of the infraction AND/OR at the request of the teacher, our administration team may become involved.
- If the behavior is severe, the school administration may consult with School Operations Services to determine and provide necessary consequences, e.g., suspension and/or expulsion in accordance with Section 24 of the School Act.

Preventative Procedures:

- Encouragement model of positive reinforcement through verbal praise, rewards, etc.
- Clearly defined, realistic goals and behavioral expectations communicated to students through classroom rules, newsletters, assemblies, and announcements.
- Model appropriate behaviors and publicly acknowledge positive examples through our "Bucket Filling" and "Golden Rule" initiatives. Celebrate success.
- Active Supervision and Monitoring.
- Intentional teaching of Social Emotional Skills, e.g., PATHS program K-6
- Adult mentors and cross grade groupings/buddies for various activities.
- Individual behavior plans for students who require support with regulation.
- Use of the agenda book, email and/or phone calls home, from teacher and/or administrator to parent, to regularly communicate important information regarding behavior expectations, student progress, and/or barriers to success.
- Utilize team approach to problem solving and activate targeted supports to address deeper issues at the root of the behavior, e.g., referrals to Learning and Development, GIST program, Emotional Behavior Support, FSLW.
- Fundamental Catholic beliefs of acceptance, caring, hope and reconciliation.
- Close collaboration between home, school and community.

Minor vs Major Misconduct:

As a general rule of thumb, the more serious the behavior, the more severe the consequence. Consequences are progressive in nature and the degree of intervention will be carefully determined in a fair and consistent manner. Each situation is dealt with individually, considering context, history of offenses, and other factors such as age, maturity and circumstances.

Minor Misconduct is often handled with minimal intervention by a staff member using reminders, a phone call home, note in agenda, and loss of privileges for a short period of time. When minor misbehaviors keep reoccurring or escalate, despite intervention, they may be treated as a **Major Misconduct**. These behaviors typically interfere with the orderly functioning of the school and the student's learning. They sometimes threaten the safety and/or dignity of students and/or staff. Administration will be involved and parents are brought in to discuss and be notified of an in school or out of school suspension and length of time served (See information below).

Responses to Student Misconduct: (May include, but are not limited to):

- Verbal reprimand
- Time out with Emotional Behavior Specialist, e.g., calming strategies, breathing
- Restriction of privileges and activities
- Parental involvement
- Parent-student conference with school staff
- Verbal or written apology or reflection by student
- Restitution/compensation for damaged property
- Loss of privileges (e.g. field trips, assemblies, classroom and/or extracurricular activities, special days)
- Problem solving, monitoring or reviewing behavior expectations
- Cleaning, replacement or repair of damaged property
- Behavior contract
- Temporary exclusion of student from class, bus suspension for students riding the bus
- A severe breach of conduct will be suspended in accordance with Section 12 of the School Act.i.e., In-school suspension or Out-of school suspension (1-5 days)
- Referral to Attendance Board
- Involvement of outside agencies (i.e. police/social services)
- Recommendation for expulsion (In consultation with District personnel)
- Provide opportunities to enhance the abilities of the staff and parents to facilitate growth in student behavior by providing opportunities for Professional development
- Provide accurate and appropriate documentation and communication in accordance with existing policies and procedures.

In School Suspension:

- Half day or full day out of class
- Student is placed in supervised area to complete work with minimal contact
- Student loses privileges such as recess and/or extracurricular activities
- Incident is recorded

Out of School Suspension:

- One to five days at home
- Parents/Guardians are notified and are requested to pick up student
- A copy of the suspension letter will be given to parents and kept on file
- The child will lose extra-curricular privileges for the duration of the suspension
- A meeting with the student and parents/guardians will take place before return to class
- Incident will be documented in Power School
- In severe cases student can be recommended for expulsion

Continuum of Supports

A continuum of supports will be provided to students who engage in and are impacted by inappropriate behavior. Where possible, preventative procedures are in place to redirect inappropriate behaviors. Supports include but are not limited to:

- Intentional classroom instruction in self-regulation and social and emotional skills, e.g., PATHS program in Health.
- Intervention with specialized supports is available and professionals with specific training are on call as requested, e.g., Full-time Emotional Behavior Specialist, Immigration Worker, Family School Liaison, Learning Coach, Play Therapist, Occupational Therapist, Speech Pathologist, RCSD team, referrals to outside support agencies as needed.
- On site counselling for individuals and families in need.
- Outside services and programs are requested if situation is beyond our scope, e.g., Learning and Development Center, CASA.