



St. Joseph the Worker School

Code of Conduct

MISSION STATEMENT:

As a Christ-centred community of learners, we celebrate the unique gifts of each child and support the family in its responsibility for the academic, social and spiritual development of the child. We offer quality education, foster a love of learning and promote personal fulfillment based on the mutual respect for all members of the school community. Our goal is to enable each student to become a life-long learner, to become a community builder and to lead a life rooted in Christian values and faith.

POLICY STATEMENT:

All people are created in the image and likeness of God and, as such, all people have the right to be treated with dignity and respect.

We believe that everyone - students, parents/guardians, teachers, staff and volunteers - has the right to be safe and feel safe in our school. With this right comes a very large responsibility: to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself. Violent or disrespectful behavior is contrary to our Gospel and Catholic values.

This Code of Conduct applies to all school programming, including the Before and After School Program.

Section A

Our *Code of Conduct* outlines the responsibilities students, parents and staff must accept to maintain a safe, secure, positive, productive, and faith-based learning environment. Detailed descriptions of this outline are found in the school's student agendas, and parent and staff handbooks.

The Principal has disciplinary authority over the conduct of students while they are at school, on their conduct towards one another on their way to and from school, while being transported via school bus, at school sponsored activities, and to address unacceptable student conduct including bullying, cyberbullying, and abuse of a student by another.

Students and staff must behave in a respectful manner and comply with the *Code of Conduct*.

Expectations & Responsibilities:

Staff shall:

- create a positive faith-based learning environment where all students are accepted, feel respected and encouraged to develop self-esteem and respect
- encourage the involvement of parents/guardians in educational decisions involving their children
- operate on the premise that school, parish and home work together for the benefit of all students
- treat and discipline students with courtesy, respect, consistency, and fairness
- report incidents of bullying (including cyberbullying) to the Principal as soon as reasonably possible
- model behaviour in keeping with the school's Respectful Workplace Policy and its internet, social media and electronic device policies
- teach and model by positive example

Students shall:Respect the rights and safety of others by:

- developing self-discipline
- demonstrating behaviour that contributes to an orderly, supportive and safe learning environment
- respecting human differences
- complying with the school's discipline and dress codes including rules related to bullying and cyberbullying
- resolving conflicts and difficulties with others through discussion or, by seeking assistance from school personnel
- respect the property of others

Make a commitment to promote their academic success by:

- attending school regularly and punctually
- coming to class on time with all necessary materials, e.g., texts, pens, notebooks, etc.
- completing assignments and handing them in on time
- participating, to the best of their ability, in class and school activities

Parent(s)/Guardian(s) are encouraged and/or expected to:

- ensure regular and punctual attendance and encourage completion of all school assignments by their children
- attend school meetings and events, and support the school
- maintain open communication with staff by addressing concerns through proper lines of communication
- treat all staff and other parents/guardians with dignity and respect
- assist their children to establish positive attitudes towards achievement as well as respect for peers, school personnel and property
- monitor their children's use of social media, the internet and personal communication devices to keep them safe and ensure they are not the subject or cause of cyberbullying or other dangerous activities
- inform the school of problem areas or areas of behavioural concern
- discuss with their children and support the school's *Code of Conduct* and policies.

Section B

Bullying, harassing, or abusing another student physically, sexually, psychologically, verbally, in writing or otherwise, is unacceptable. Bullying is behavior that is intended to cause, or should be known to cause, fear, intimidation, humiliation, distress or other forms of harm to another person's body, feelings, self-esteem, reputation, or property. It is also behavior intended to create, or should be known to create, a negative school environment for another person. Bullying takes place in a context of a real or perceived power imbalance between the people involved and is typically (but need not be) repeated behavior. It may be direct (face to face) or indirect (through others); it may take place through any form of expression, including written, verbal, physical, or any form of electronic communication.

Types of Harassment or Bullying may include but, are not limited to:

Physical - such as gestures, slapping, hitting, choking, poking, punching, pinching, kicking, scratching, spitting, defacing property, physical acts that are embarrassing, locking in and out of space, physical violence against family or friends, threatening with a weapon, or inflicting bodily harm.

Verbal - such as name calling, gossiping or embarrassing another, spreading rumors, ethnic slurs, setting up to take blame, taunting, teasing, threatening, phone calls, text messaging, threats of violence against family or friends.

Social/Relational – actions or behaviours such as rejection, exclusion, manipulating, social order, setting up to humiliate in person or through the use of technology.

Cyberbullying - such as the use of information and communication technologies including e-mail, cell phone text messages, instant messaging, social media, digital cameras, defamatory personal web sites, and defamatory online personal polling websites, to support deliberate, repeated, or hostile behaviour by an individual or group that results in harm to others.

Section C

- a. Gang involvement will not be tolerated inside or outside the school.
- b. Possessing a weapon, as defined in section 2 of the *Criminal Code*, will not be tolerated at school.
- c. Using, possessing or being under the influence of alcohol or illicit drugs at school or, on school related activities - inside or outside the school – is unacceptable.

Section D

Pupils and staff must adhere to school policies respecting appropriate use of electronic mail and the Internet, including the prohibition of accessing, uploading, downloading or distributing material that the school has determined to be objectionable. Access is a privilege and not a right.

To gain access all students must obtain parental permission and must have their parent/guardian sign and return the school's Acceptable Internet Use Policy (AIUP) to the school. Staff must complete the staff AIUP and return it to the school.

Section E

In order to maintain a Catholic learning environment based on the teachings of the Catholic Church, staff and students must follow the Respect for Human Dignity and Diversity Policy. Discriminating unreasonably on the basis of any characteristic set out in subsection 9(2) of the Manitoba Human Rights Code is unacceptable.

Section F

Disciplinary consequences for violating the school's *Code of Conduct* will follow the Provincial Code of Conduct which may include, but are not limited to:

- Informal Discussion with Teacher or Principal
- Parental Involvement
- Formal Interview
- Withdrawal from Classroom Setting
- Removal of Privileges

- Detention
- Restitution/Compensation
- Behaviour/Performance Contract
- In-school suspension
- Out-of-school suspension
- Expulsion/non-re-admittance

Principals and teachers must ensure that the interventions and disciplinary consequences are appropriate given the frequency and severity of the conduct and must take into account a student's state of development.

Parents/guardians have the right to appeal the disciplinary consequences to the teacher issuing them first and then to the Principal. More serious disciplinary consequences should first be appealed to the Principal. A final appeal may be made by submitting a written request for a meeting with the school's Board of Directors.