



St Joseph's School

CODE OF CONDUCT

Revised November 2021



Introduction

St Joseph's Code of Conduct is in place to ensure each student can learn in a safe and caring environment. The Code of Conduct is based on Christian values and the premise of mutual respect from students and staff that holds in high regard the personal dignity of each individual as a child of God. Our school believes children need fair and clear boundaries and expectations. Our core school-wide expectations outlines desired and acceptable conduct.

School-wide expectations

Learners are expected to be:

Safe – Helpful – Accountable – Respect – Polite

Unacceptable conduct

Student conduct that affects learning or violates the best interest of any individual in the school community is unacceptable to this code of conduct will be addressed. Learning from misconduct is seen to be a joint home-school responsibility with parents and staff being supportive of each other in requiring respectful conduct. The goal of addressing misconduct is for children to learn how to be their best selves, restore relationships, and make wrongs right. Positive support and good communication between home and school is essential to the effectiveness of our school.

Bullying prevention

St Joseph's School, as part of CISPG, is committed to a Bully Free School that strives to ensure every child feels safe, accepted, and respected. All classes engage in anti-bullying lessons throughout the school year, which focus on developing healthy friendships, encourage reporting of harmful conduct, and support affected students. A copy of the classroom rules is determined by each class and shared with students.



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Learner Code of Conduct Violations

Parents/guardians will be informed of repeated or serious incidents of misconduct. Teachers set class expectations in addition to school-wide expectations (SHARP); as a first step, teachers and/or other staff address concerns as they arise, which may include consequences. Parents/guardians are welcome to discuss their child's conduct with relevant staff.

When a student is referred to the principal due to repeated or serious misconduct, the following steps usually occur:

- 1. First Referral to Principal** - Incident is recorded and a discussion/meeting occurs between the student and principal to determine a resolution to the problem. Restorative justice or a consequence more significant than the one assigned previously should occur. Parents/Guardians may be contacted at this time. Discretion is left to Principal.
- 2. Second Referral to Principal** - Incident is recorded and a discussion/meeting occurs between the student and principal to determine a resolution to the problem. Restorative justice or a consequence more significant than the one assigned previously should occur. Parents/Guardians are informed, and a parent meeting may be requested.
- 3. Additional Referral to Principal** - Incident is recorded and a discussion/meeting occurs. Parents/Guardians are informed and a team meeting may occur. Outside agencies may be contacted if warranted. Restorative justice and/or consequence more significant than the one assigned previously should occur.

Severe Cause - Criteria for Severe Cause Includes:

- Willful disrespect or disobedience of a teacher/supervisor or severely disrupting a learning environment.
- Willful infliction or threat of physical harm or severe insults towards another person.
- Intentional defacement, damage, or destruction of property.
- Use/possession of illicit drugs or paraphernalia.
- Other serious illegal acts

A child meeting one or more of the above criteria can expect the matter to be taken very seriously. The principal will consult with the superintendent on the matter, the student may be suspended until further notice while an investigation/threat assessment is completed, and if warranted, the student may receive a suspension or expulsion.* Severe misconduct may disregard usual steps.

If a student exhibits repeated misconduct that intentionally harm or disturb another student, the student will be referred to the principal and his/her parents/guardians will be contacted. Loss of privileges (e.g. disqualification from teams, field trips, IT access), modified attendance, modified learning environment, or suspension of up to 5 days from school will be determined at the discretion of the principal. A behaviour plan will be agreed upon by the principal, teacher, parents/guardians and student to support behavioural change while protecting the well-being of other students and staff.

Reference: CISPG Policy 502 & 506 - Student Discipline