



Archbishop O'Sullivan Catholic School

Code of Conduct

"I by my works, will show you my faith." James 2:18

RATIONALE

The community of Archbishop O'Sullivan recognizes that schools are most effective when a partnership exists between home, school and parish. It is with this awareness that we ask that you share together our Code of Conduct, outlining our procedures and routines. We ask that families sign the acknowledgment as we work collaboratively to create Archbishop O'Sullivan Catholic School as a faith-filled community of shared belonging that promotes inclusion and respect. It is a basic tenet of our Catholic faith that all people are created in the image of God. As members of God's family, we are all deserving of respect and love. We accept the Gospel challenge to foster healing and offer forgiveness.

Archbishop O'Sullivan Catholic School community benefits from a strengths-based culture where school leadership, staff, families, community and volunteers are supported and invited into open and honest communication. Expectations about all aspects of work, performance, attitudes and behaviours are clear as well as one's rights and responsibilities. There is a shared vision and responsibility for achieving that vision. Success is celebrated and good practice acknowledged.

Our strength-based approach reflects our faith-based school community which celebrates and recognizes that all people are created in the image of God; unique and loved. It recognizes we are called to inspire and nurture caring and safe catholic school communities that promote and support positive behaviour.

A strength-based approach specifies foundational guiding principles and beliefs including: a focus on restorative justice, the importance of promoting a safe learning environment, the Catholic Graduate Expectations (CGEs), Catholic Virtues, collective responsibility of all members of the school community, the school, and the board mission statement.

STANDARDS OF BEHAVIOUR

Roles and Responsibilities

Students share with teachers, parents and parish the responsibility of maintaining the special spirit and character of the Catholic school within our community. This environment depends upon the cooperation and commitment of all involved.

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 and living the Catholic Graduate Expectations. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn;
- demonstrates respect for all students, staff, coaches, volunteers, officials and parents;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own action.

Students have the responsibility to fulfill the Ontario Catholic Graduate Expectations and live the Gospel message by:

- exercising self-discipline;
- being courteous to fellow pupils;
- showing respect for school property;
- complying with all school expectations, procedures and codes of behaviour and
- giving respect and co-operation to all persons in positions of authority in the school.

Parents/Guardians play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students.

Parents/Guardians fulfill this responsibility when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the Code of Conduct and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child;
- demonstrate respect for all students, staff, coaches, volunteers, support staff and officials in all extra-curricular activities and in their decisions regarding these.

Community partners and community-based service providers are resources that the ALCDSB can use to deliver prevention programs. Protocols are effective ways of establishing linkages between the ALCDSB and community agencies and assist in formalizing the relationship between them.

The Police play an essential role in making our schools and communities safer. The Police investigate incidents in accordance with the protocol developed with our board.

Recognition for Appropriate Behaviour

Foremost, the consequences for appropriate behaviour are self-satisfaction and a sense of contribution.

The school's pleasant, safe and orderly atmosphere results from everyone accepting their responsibilities and acting accordingly. Young people have a need for positive reinforcement, for example:

- private/public recognition (verbal and written);
- parental encouragement;
- leadership opportunities;
- positions of trust and responsibility;
- alternative activity;
- certificates and awards;
- classroom incentives;
- school activities and field trips.

Response to Inappropriate Behaviour

As students journey toward self-discipline and maturation, there may be occasions when they find themselves in violation of the standards contained in the Code of Conduct.

Those responsible for the implementation and enforcement of our School Code must have a variety and range of options and strategies available to them. They must also be able to exercise sufficient latitude to deal with the individual needs of students and to exercise judgement within the context of specific situations. The principle of progressive discipline will be followed. The following is an array of possible consequences that could be implemented depending on factors such as the age of the child and prior infractions.

- informal interview with student;
- formal interview with student;
- parent contact - interview;
- involvement of special education personnel;
- an apology by the student;
- peer counselling;
- detention or a time-out of student;
- written assignment;
- redo an unacceptable assignment;
- change inappropriate clothing;
- restitution for damaged or lost property;
- removal of special events/privileges;
- withdrawal of student from classroom;
- referral to home-school liaison worker (eg. social skills, anger management);
- involve attendance counsellor;
- behavioural or performance contract;
- referral for resource room assistance;
- suspension from class or school (O.S.R. documentation);
- loss of school bus privileges;
- utilization of board service (eg. resource personnel, testing);
- completion of Violent Incident Report (O.S.R. documentation);
- involvement or referral to outside agencies (eg. Children & Youth Services, Community Police);
- home instruction/alternative setting;
- expulsion (O.S.R. documentation).

Progressive Discipline and Restorative Practices

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build on strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework which shifts the focus from one that is solely punitive to one that is both

corrective and supportive. The staff of Archbishop O'Sullivan Catholic School utilizes a range of interventions, supports, and consequences that include the learning opportunities for reinforcing positive student behaviour while helping students to make respectful choices. It is a process designed to create the expectation that the degree of discipline will be in proportion to the severity of the behaviour. The previous disciplinary history of the student and all other relevant factors will be taken into account when determining the consequence.

Suspensions and Expulsions

Progressive discipline is a stepped approach to support positive change in behaviour. It is recognized that a step, such as suspension or expulsion, which is further along in the progressive discipline continuum, may be necessary following a full consideration of circumstances.

Activities leading to a possible suspension under the Education Act, Section 306(1) may include:

- a) uttering a threat to inflict serious bodily harm on another person;
- b) possessing alcohol or illegal drugs;
- c) being under the influence of alcohol;
- d) swearing at a Teacher or at another person in a position of authority;
- e) committing an act of vandalism causing extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- f) bullying;
- g) any other activity for which a Principal may suspend a pupil under the policy of the Board.

Activities leading to a Possible Suspension under Board Policy include:

- a) persistent truancy;
- b) persistent opposition to authority;
- c) habitual neglect of duty;
- d) serious breaches of the Board Code of Conduct or the School Code of Conduct;
- e) conduct injurious to the moral tone of the school;
- f) conduct injurious to the physical or mental well-being of others in the school;
- g) the use of tobacco;
- h) the willful destruction of school property, vandalism causing damage to school or Board property, or to property located on school or Board premises;
- i) the use of profane or improper language;
- j) infraction(s) off school property where the pupil's conduct in the community negatively impacts on the school;
- k) dress that contravenes the established dress code within a school;
- l) being in possession of, or being under the influence of, or providing others with legal drugs without a

- prescription for the said drugs, or in a manner or an amount not contemplated by a prescription for the said drugs, or in a manner or an amount not contemplated in the general instructions for use of the said drugs;
- m) being under the influence of alcohol or illegal drugs;
- n) taking photographs and/or video and/or audio recordings during an instructional class and in other areas of the school, unless authorized by the Principal or classroom teacher;
- o) harassing another person by the use of mechanical/electronic technology or communications;
- p) invading another person's privacy by the use of mechanical/electronic technology or communications;
- q) production, possession and/or distribution of hate material, including pornography;
- r) possession or misuse of any harmful and/or explosive substances;
- s) extortion; theft;
- t) aid/incite harmful behaviour; and/or
- u) physical assault;
- v) lack of immunization as determined by the local Health Unit.

Bullying Prevention and Intervention

Archbishop O'Sullivan Catholic School takes a restorative approach to working with students, staff and families. Our school is committed to provide support to both the individual who has experienced bullying and support for the person engaging in bullying behaviour (recognizing the dignity of both students). It is important that all parties involved in bullying are included in the communication about the incident and restorative practices so that everyone feels safe and secure at school.

Definition of Bullying: As set out in in Policy/Program Memorandum No. 144, 2012 revisions included the revised definition of Bullying, "bullying" has been defined as: *Bullying: means aggressive and typically repeated behaviour by a pupil where, The behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would likely have the effect of,*

- i)** causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
- ii)** the behaviour occurs in a context where there is real; or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education (intimidation).

For the purposes of the definition of "bullying" above, behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying

For the purposes of the definition of “bullying” above, bullying includes bullying by electronic means (commonly known as cyber-bullying), including:

- (a) creating a web page or a blog in which the creator assumes the identity of another person
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Mitigating Factors

Pursuant to the Suspension and Expulsion of Pupils Regulation, the following mitigating factors shall be taken into account:

- The pupil does not have the ability to control his or her behaviour;
- The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour;

Other Factors:

The following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:

- The pupil’s history
- Whether a progressive discipline approach has been used with the pupil.
- Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
- How the suspension or expulsion would affect the pupil’s ongoing education.
- In the case of a pupil for whom an individual education plan has been developed whether the behaviour was a manifestation of a disability identified in the pupils’ individual education plan, whether appropriate individualized accommodation has been provided, whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil’s behaviour or conduct.

Application of Standards of Behaviour

1. Attendance / Punctuality:

We believe Every School Day Counts! Regular attendance and punctuality on the part of the student is vital to learning and for academic success. In case of absence, a student’s parent/guardian is expected to call the school at 613-389-1891 (Safe Arrival) to inform

the office. The late arrival of students must be monitored and recorded on school records. Therefore, all students who arrive late must report to the office prior to going to their classrooms. School attendance is the responsibility of parents/guardians, students and school staff. Students are more likely to succeed in school when they attend consistently. Successful schools work to engage students to ensure they come every day. If students are experiencing difficulty attending school, we want to work together with families and students to support a plan for success.

Parents/Guardians should refrain from asking that students be allowed to remain inside at recess or noon hour. In most cases, students who are well enough to be in school are well enough to benefit from the fresh air and exercise of outdoor activities.

2. Student Safety:

There is a sign in/out book in the office. When a parent/guardian is picking up a child during the school day, the parent/guardian must report to the office and sign out their child. The student will be called to the office to meet the parent/guardian. When students return during the school day, they must be signed in at the office. Parents/Guardians or visitors must report to the office prior to proceeding beyond this point. At the office, they will sign the visitor's log.

3. Personal Appearance

Everyone shall dress appropriately for a positive Christian learning and working environment. You are expected to show good judgement in your personal appearance and dress. Clothing displaying inappropriate slogans or pictures or reflecting opinions of a sexual, racial or violent nature are not permitted. Also not allowed is clothing advocating the use of illegal substances or advertising substances such as tobacco or alcohol.

We expect modest grade/age appropriate attire. Parents/Guardians are reminded to ensure that students are properly dressed for the weather and all out of school activities.

Personal beauty products such as hairspray, paint spray, nail polish and nail polish remover should not be brought to school.

When your personal appearance and dress does not reflect the expectations of Archbishop O'Sullivan Catholic School, you will be given an opportunity to find suitable alternate clothing or wear a school shirt or shorts provided for you.

4. Transportation

Ensuring a safe journey to and from school is always our main priority when considering school bus transportation. We know that this journey works best when students arrive at their bus stop on time in the morning and are met at their bus stop at the end of the school day on time. Likewise, any changes to bus routines need to be relayed to the main office of the school, so that we are able to ensure students are safe in their travels to and from school. If there are to be any changes to the regular routine, it should be communicated in advance in writing. The school is a very busy place at the end of the day and it is difficult to ensure that all last minute changes are communicated.

5. Personal Belongings:

Students are discouraged from bringing personal articles to school that are not required for instructional purposes, or are not approved by the teacher. This is to promote safety and also to lessen the potential loss of valuable items. Any regular phone communication during the instructional day will only take place through the use of school telephones and only with permission from staff. Parents/Guardians should continue to contact their child/children through the normal school channels for any emergency situation by contacting the school office. The school is not responsible for the loss of personal items.

A sample list of inappropriate articles follows:

- Cell phones (powered off and stored in backpacks)
- Personal Listening devices (ipod, etc)
- Laser pointer
- Inappropriate books and magazines
- Fire crackers and caps
- Expensive toys and games

6. Medications

When prescribed medications are brought to school, they must be reported to the classroom teacher and/or office and stored to ensure safety. School personnel will confidentially dispense medication. Consent forms must be

signed by the parent/guardian and family doctor outlining the amount and need of the medication as per Board Policy. All such medication must be clearly labelled and dated.

As previously expressed, schools are most effective when a partnership exists between home and school. For this reason, we value your commitment in making our CODE OF CONDUCT, procedures and routines understandable to your child. We ask that you and your child read the CODE OF CONDUCT together.

*Focus on what a student can do as the starting point, not what they cannot. See challenges as opportunities to explore, not something to avoid. Start with small success and build upon them to create a foundation of **HOPE** and **OPTIMISM**.*