

Fort McMurray Catholic Schools Operating Policies and Procedures

OP 330 – Student Code of Conduct/Guidance and Discipleship

Policy

The Catholic Board of Education recognizes that forming a child into discipleship is primarily the responsibility of parents. Our staff works in partnership with them. Together, we foster the child's self-discipline and self-esteem. We also help develop his/her conscience. This policy supports the board's responsibility to provide students with a welcoming, caring, respectful and safe learning environment.

Procedures and Directives

The following conditions are provided for positive behaviours and growth:

- a. a pro-active authority style that is neither permissive nor autocratic;
- b. consideration of motivational needs;
- c. remedies for misbehaviour that develop discipline and form a positive identity in the child;
- d. an emphasis on consequences rather than punishment or rewards;
- e. a welcoming, caring, respectful and safe learning environment; regardless of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.
- f. high quality classroom instruction and program delivery.

Our approach to discipline respects each child and student's uniqueness and the common good of the school or program. Regardless of the misbehaviour, our goal is to reconnect our students and children with the school community after a problem. We regard our children and students as persons with free will. We assist them in developing virtue and character. We help them learn to make life-giving choices valuing persons, community, responsibility and learning.

Formative Expectations Towards Discipleship

We will help children and students:

- a. celebrate the dignity of all; regardless of disability, race, creed, culture, nationality, religion, sexual or gender orientation, gender identity and gender expression;
- b. grow to their full potential;
- c. safeguard the gift of life;
- d. build community through service to others;
- e. demonstrate empathy, mutual respect and inclusion of all;
- f. accept personal responsibility for their words and actions;
- g. mature from dependence to independence to inter-dependence;
- h. develop self-discipline and self control;
- i. exercise stewardship for the environment and resources; and
- j. dedicate themselves to inquiry, hard work, expanding personal interests, and life long learning

Principles of Practice

- a. We hold children and students responsible for their choices, whether or not their behaviour occurs within the school building, during the school day or by electronic means, directing them to develop a personal code of conduct and to learn cause and effect. In our schools and programs, they will experience natural and logical consequences for their actions rather than punishments or rewards;
- b. We provide support to children and students who are impacted by inappropriate behaviour as well as for children and students who engage in inappropriate behaviour.
- c. We expect children and students to restore what they have damaged and reconcile with those they have hurt;

- d. We offer encouragement, which is focused on specific, skill-related strengths, rather than praise, which gives approval without a specific reason;
- e. We employ a pro-active use of authority; controlling the situation rather than the child or student. Instead of "giving orders" or "giving in", we give choices. Being pro-active, we engage children and students in mutual respect and decision-making (when appropriate). This gives the children and students choices and necessary limits suited to their age;
- f. We deal with a child or student's misbehaviour by considering that it may be expressing unmet needs of being loved, in control, competent, and treated with respect. We seek to remedy children's misbehaviour by fostering self-discipline. To do this, we foster their self-esteem and a positive identity. We promote their sense of security, autonomy, initiative, and industry.
- g. We take into account the student's age, maturity and individual circumstances when considering consequences for unacceptable behaviour.

Common Procedures

A common pastoral team approach to the discipline process will be in place in all schools. Members of the team may include: children, students, parents, teachers, administration, counsellors, classroom support teachers, child services staff, and others. Staff, children, students and parents will work towards promoting a welcoming, caring, respectful, safe, inclusive learning environment for all.

Staff will practice proactive instructional methods to develop positive behaviour in children and students by:

- a. identifying appropriate alternative behaviours;
- b. designing an environment which facilitates success by prompting and reinforcing appropriate alternative behaviours;
- c. using clear, goal-directed messages;
- d. monitoring student behaviour.

Children and students will learn appropriate behaviours by:

- a. identifying what was wrong;

- b. taking responsibility for their actions;
- c. finding a way to solve the problem which leaves the dignity of everyone intact;
- d. learning alternatives for dealing with a similar problem;
- e. helping to heal everyone harmed.

Depending on the age, maturity and individual circumstances of the child/student, parents will be informed and their assistance may be requested to promote additional strategies that enhance their child’s decision-making ability.

References: <ul style="list-style-type: none"> ● Alberta School Act, Section 12 ● Board Governance Ends Policy 5– Students Growing in Social Responsibility ● Executive Limitations Policy 2 – Safe, Healthy & Secure Environment ● Executive Limitations Policy 4 – Treatment of Students and Parents 	Approved by Superintendent of Schools: February 15, 2015
	Date of Last Revision: June 25, 2018
Cross References: <ul style="list-style-type: none"> ● A Call to Responsibility – Student Discipline & Discipleship 	