CODE OF CONDUCT

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Our Lady of the Assumption School: Inspiring Action for Positive Change

Mission: Our mission is to foster Christ-centered , inquiring learners who enrich our global community: Inspiring Action For Positive Change

Vision: Inspiring action for positive change.

OUR PURPOSE

Our Lady of the Assumption School is committed to providing a safe and caring environment that fosters and maintains respectful and responsible behaviours. We strive to create a learning community where every student can learn, grow and contribute.

As a Catholic school and International Baccalaureate Primary Years Programme (PYP) learning community, we believe education develops the whole person. We nurture intellectual, physical, social, emotional and spiritual growth while helping students become responsible, compassionate and engaged members of their community.

We believe that **behaviour is an opportunity for learning**. When students struggle or make mistakes, our response focuses first on teaching skills, understanding needs, repairing harm and helping students make better choices in the future.

Our goal is not simply compliance. Our goal is to develop **responsible, reflective and caring learners who can make positive choices independently.**

OUR SHARED COMMITMENTS

Everyone in our school community has the right to:

- Feel safe and included.
- Be treated with dignity, kindness and respect.
- Learn in an environment that supports their wellbeing.
- Have their voice heard.
- Make mistakes and have opportunities to learn from them.
- Receive appropriate support when experiencing difficulty.

Everyone also has a responsibility to contribute to a positive learning environment.

We strive to: **Be respectful. Be responsible. Be safe. Be caring. Be reflective.**

EXPECTATIONS FOR STUDENT CONDUCT

Students are expected to:

Learning

- Attend regularly and arrive ready to learn.
- Participate actively and persevere through challenges.
- Respect the learning of others.
- Care for school property and learning materials.
- Follow classroom and school routines.

Relationships

- Treat others with dignity and respect.
- Listen to others and communicate appropriately.
- Respect personal space and boundaries.
- Include others and respect differences.
- Seek help when conflicts cannot be resolved independently.

Safety and Wellbeing

- Follow safety expectations.
- Use equipment and school spaces appropriately.
- Make choices that protect themselves and others.
- Use strategies to manage emotions and seek adult support when needed.
- Refrain from engaging in violence of any kind at school and during school-related activities.
- Help prevent violence by reporting concerns to school staff and cooperating with their efforts to keep students safe, without putting their own safety or wellbeing at risk.
- Follow directions related to safety.

Digital Citizenship

- Use technology responsibly and respectfully.
- Protect personal information and privacy.
- Report unsafe or inappropriate online behaviour to a trusted adult.

Environment

- Care for our school, playground and environment.
- Leave shared spaces ready for others.
- Take increasing responsibility for personal belongings.

These expectations apply at school, during school-related activities and to electronic conduct, including behaviour outside the school building or school day that affects the school community.

PLAY, RECESS AND TRANSITIONS

Play is an important part of children's development.

Students are expected to play safely, respect personal boundaries, follow agreed-upon game rules, include others where appropriate and seek adult assistance when needed.

Students are expected to move through the school safely and respectfully and follow arrival, dismissal and supervision routines.

Adults will explicitly teach skills such as joining games, resolving disagreements, managing disappointment, recognizing unsafe play and asking for help.

BULLYING, HARASSMENT AND HARM

Bullying, harassment, intimidation, discrimination, threats, physical aggression and deliberate exclusion are inconsistent with our school values. Discrimination on any ground prohibited under the Alberta Human Rights Act is unacceptable, including discrimination based on race, religious beliefs, disability, gender, gender identity, gender expression or sexual orientation.

When concerns arise, our response will:

1. **Ensure safety.**
2. **Listen and understand what happened.**
3. **Identify needs and contributing factors.**
4. **Teach or practice needed skills.**
5. **Support those affected.**
6. **Repair harm where appropriate.**
7. **Monitor and follow up.**

Students are encouraged to be **upstanders** by seeking help and supporting others rather than participating in harmful behaviour.

OUR APPROACH TO BEHAVIOUR

When behaviour does not meet expectations, staff will consider:

- What happened?
- What does the student need?
- What skill may need to be taught or practiced?
- What factors contributed to the behaviour?
- Who was affected?
- How can the situation be repaired?
- What strategy can help the student be successful next time?

A student's behaviour does not define who they are. We respond with **calm, respectful and developmentally appropriate support**, while maintaining clear boundaries and expectations.

INTERVENTION AND SUPPORT

Interventions are matched to the student's needs and the seriousness and frequency of the behaviour.

Universal Supports — For Everyone

Staff provide:

- Explicit teaching and modelling of expectations.
- Predictable routines and visual reminders.
- Positive feedback and encouragement.
- Relationship-building and classroom community activities.
- Opportunities for student voice and choice.
- Social-emotional learning and conflict-resolution instruction.
- Reflection and goal-setting opportunities.

Targeted Supports — When More Help Is Needed

Staff may provide:

- Individual check-ins.
- Pre-correction and reminders.
- Increased adult support or supervision.
- Regulation or movement breaks.
- Social skills instruction.
- Problem-solving conferences.
- Self-management goals.
- Home-school collaboration.
- School-based support services.

Individualized Supports — When Needs Are Significant or Persistent

The school may work with the student, family and appropriate professionals to develop an individualized plan that may include:

- Individual goals and strategies.
- Regulation and safety plans.
- Counselling or student support.
- Increased supervision.
- Environmental or routine adjustments.
- Community or specialized supports.

- Regular review of progress.

WHEN THINGS GO WRONG

Students will be supported through a simple process:

1. REGULATE

Create safety and help the student become ready to think and communicate.

2. CONNECT

Listen, build trust and understand what happened.

3. REFLECT

Consider the choices made, feelings involved and impact on others.

4. REPAIR

Take responsibility and, where appropriate, make amends.

5. RECONNECT

Return to the learning community with a plan for success.

ACCOUNTABILITY

Accountability means taking responsibility for our actions, understanding their impact and working to repair harm.

Responses may include:

- Reflection.
- Restorative conversations.
- Apology or restitution.
- Re-teaching expectations.
- Practising replacement behaviours.
- Temporary changes to activities or routines.
- Increased supervision or support.
- Individualized planning.

These responses are intended to **teach rather than shame**.

When determining appropriate responses or consequences, staff will consider the student's age, maturity, abilities, learning needs, individual circumstances, previous conduct and interventions, and the impact of the behaviour on others. Support will be provided both to students affected by inappropriate behaviour and to students who engage in it.

Where necessary, additional consequences may include supervised removal from an activity or setting, temporary loss of privileges, detention, suspension or a recommendation for expulsion, in accordance with Holy Spirit Catholic School Division's Administrative Procedure 315 and applicable legislation.

PARTNERSHIP WITH FAMILIES

Families are essential partners in supporting student wellbeing and success.

When significant concerns arise, the school will communicate with families in a respectful, timely and solution-focused manner.

Communication will focus on:

- What happened.
- What the student needs.
- Strategies that have been tried.
- What has been successful.
- How school and home can work together.
- How progress will be monitored.

Families are encouraged to share information that may help the school understand and support their child. Questions or concerns regarding student conduct should normally begin with the classroom teacher, followed by the principal and then the appropriate school division process when necessary.

STUDENT VOICE AND AGENCY

Students are active members of our learning community.

Age-appropriate opportunities will be provided for students to:

- Help create classroom agreements.
- Set personal goals.
- Reflect on their choices.
- Participate in problem-solving.
- Suggest solutions.
- Advocate for themselves and others.
- Take responsible action in their community.

Student agency does not mean students are responsible for managing behaviour without adult support. Adults remain responsible for appropriate boundaries, supervision, teaching and safety.

Our goal is to help students gradually develop the confidence and skills to manage themselves and contribute positively to the community.

OUR COMMITMENT

At Our Lady of the Assumption School, we recognize that learning how to live and work well with others takes time.

We will:

Teach.
Model.
Listen.
Support.
Reflect.
Repair.
Reconnect.
Grow.

Through our Catholic faith and IB philosophy, we strive to develop learners who are **inquirers, knowledgeable, thoughtful, principled, open-minded, caring, courageous, balanced and reflective**.

We believe every child can grow.

We believe every child belongs.

We believe every child has something valuable to contribute.

We are a community of hope and learning.