

 <b>St. Michael's College School</b>	<b>School Operations</b>
<b>Policy: Code of Conduct</b>	<b>B4.06.20</b>

## A. PURPOSE

### *Introduction*

St. Michael's College School (the "School") code of conduct and expectations for behavior is summed up in its motto: "Teach me goodness, discipline, and knowledge." The motto places goodness and discipline ahead of knowledge, a ranking that is not always understood. A wisdom higher than our own, however, is saying that goodness and discipline are indispensable prerequisites if the search for knowledge is worthwhile.

It is important that goodness and discipline become a way of life for our boys. Student behaviour at the School is expected to be courteous and respectful at all times. Under the direction of the Basilian Fathers, our aim is to create in the School a mature and orderly environment of mutual respect in which each student may realize his full potential. The School's rules are ways of working towards this aim. At all times our approach will be oriented towards the formation of mind, body and soul, helping our students to discover and accept that human excellence is never separated from good and right relationships with God, self, and neighbour.

The School is dedicated to the education of students in a safe and caring community that fosters the development of faith, character, and service, resulting in demonstrations of courage, creativity, and a passion for lifelong learning.

The School promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. A positive School climate exists when all members of the School community feel safe, included and accepted, and actively promote positive behaviours and interactions.

All students, parents/guardians, Basilian Fathers, teachers and staff members have the right to be safe, and feel safe, in the School community. With this right comes the responsibility to contribute to a positive School climate. The promotion of strategies and initiatives, such as character development, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive School climate that supports academic achievement for all students.

Responsible citizenship involves appropriate participation in the civic life of the School community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

These standards of behaviour apply not only to students, but also to all individuals involved in the School community – parents/guardians, volunteers, teachers, and other staff members – whether

they are on School property, on School buses, at School-related events or activities or in other circumstances that could have an impact on the School climate.

***Purpose of Policy:***

- (i) To ensure that all members of the School community are treated with respect and dignity providing a safe and inclusive environment that allows for productive human development and learning.
- (ii) To promote responsible citizenship by encouraging appropriate participation in the civic life of the School community.
- (iii) To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
- (iv) To encourage the use of non-violent means to resolve conflict.
- (v) To promote the safety of people in the School.
- (vi) To discourage the use of illegal drugs, non-prescribed prescription drugs, recreational cannabis, and alcohol.
- (vii) To prevent bullying in the School.

**B. DEFINITIONS**

Not applicable.

**C. PROCEDURES**

***Standards of Behaviour***

By enrolling in the School, students automatically assume the obligation to comply with the provisions of the Code of Conduct. Central to the Code of Conduct is the understanding that each student will follow certain standards of behaviour. Self-discipline and a willingness to accept responsibility for one's actions and conduct are fundamental to the Code of Conduct.

***1. Respect, Civility, and Responsible Citizenship***

All members of the School community must:

- a) respect and comply with all applicable federal, provincial, and municipal laws;
- b) demonstrate honesty and integrity;
- c) respect differences in people, their ideas, and their opinions;

- d) treat one another with dignity and respect at all times, and especially when there is disagreement;
- e) respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability;
- f) respect the rights of others;
- g) show proper care and regard for School property and the property of others;
- h) take appropriate measures to help those in need;
- i) seek assistance from a member of the School staff, if necessary, to resolve conflict peacefully;
- j) respect all members of the School community, especially persons in positions of authority;
- k) respect the need of others to work in an environment that is conducive to learning and teaching; and
- l) not swear at or insult a teacher or at another person in a position of authority.

## ***2. Safety***

All members of the School community must not:

- a) engage in bullying behaviours as outlined in the SMCS Bullying Prevention and Intervention Policy;
- b) commit sexual assault;
- c) traffic in weapons or illegal drugs;
- d) give or sell vapour products, alcohol or cannabis to a minor;
- e) commit robbery;
- f) be in possession of any weapon, including firearms;
- g) use any object to threaten or intimidate another person;
- h) cause injury to any person with an object;
- i) possess, consume, be under the influence of, or provide others with illegal drugs, non-prescribed prescription drugs, recreational cannabis, or alcohol in a manner inconsistent with applicable legislation or School policy;

- j) inflict or encourage others to inflict bodily harm on another person;
- k) engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- l) commit an act of vandalism that causes extensive damage to School property or to property located on the premises of the School.

### ***3. Inappropriate Behaviour***

Examples of inappropriate behaviour include, but are not limited to:

- a) uttering a threat to inflict serious bodily harm on another person;
- b) swearing at a teacher or other person in authority;
- c) committing an act of vandalism causing damage to School property or property located on School premises;
- d) bullying, intimidating or threatening another person;
- e) fighting;
- f) using a weapon to cause or threaten bodily harm to another person;
- g) committing physical assault on another person;
- h) committing sexual assault;
- i) trafficking in weapons or in illegal drugs;
- j) harassment of any kind;
- k) distributing hate material;
- l) inappropriate use of electronic communications/media; including accessing inappropriate materials on the Internet; posting or texting offensive, derogatory and/or degrading comments or images on personal or commercial websites (e.g. Facebook, Instagram, Twitter, Snapchat ,www.ratemyteachers.com and similar sites);
- m) unexcused absence from School activities; and
- n) conduct injurious to the moral tone of the School or to the physical or mental well-being of others.

### ***4. Responsibility of Bystander***

The School is committed to provide a healthy School environment that is nurturing, caring and respectful of everyone. The School teaches social skills that will serve its students well throughout their lives.

If a School student has been bullied, intimidated or threatened or has witnessed such behaviour, he/she needs to confide in an adult at the School. If the School is not aware of an incident, it can not act. A student is not tattling by contacting an adult; he/she is, in fact, upholding the School's core values and demonstrating courage by appropriately standing up for himself/herself. No one has the right to bully, intimidate or threaten another person. It takes courage to stop such behaviour in a mature and responsible way.

If a student witnesses an act of peer bullying, intimidation or threats, he/she is a bystander and is expected to take steps to help. It is part of his/her responsibility as a School student.

### ***5. Roles and Responsibilities***

The Code of Conduct recognizes that all members of the School community, including the Basilan Fathers, President, Principal, teachers, other staff members, students and parents/guardians have an obligation to comply with the standards of behaviour outlined in this policy. Each member of the School community has the following roles and responsibilities:

#### ***A) The School***

The School will provide direction to ensure opportunity, academic excellence and accountability in the School. It is the responsibility of the School to:

- i. develop policies that set out how the School will implement and enforce its Code of Conduct and other rules that promote and support respect, civility, responsible citizenship and safety;
- ii. review policies regularly with students, staff, parents/guardians, volunteers and the community;
- iii. seek input from the Board of Directors, parents/guardians, students, staff members and the School community;
- iv. establish a process that clearly communicates the Code of Conduct to all parents/guardians, students, staff members, and members of the School community in order to obtain their commitment and support;
- v. develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety; and
- vi. provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain professional and academic excellence in a safe learning and teaching environment.

#### ***B) Principal***

Under the direction of the School, the Principal takes a leadership role in the daily operation of the School, in consultation with the President. The Principal will provide this leadership by:

- i. demonstrating care for the School community and a commitment to academic excellence in a safe, inclusive, and accepting teaching and learning environment;
- ii. holding everyone under his/her authority accountable for his or her behaviour and actions;
- iii. empowering students to be positive leaders in their School and community;
- iv. communicating regularly and meaningfully with all members of the School community; and
- v. providing an example of respect and civility for all members of the School community.

### *C) Teachers and Other School Staff Members*

Under the leadership of the Principal, teachers and other School staff members maintain order in the School and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and School staff uphold these high standards when they:

- i. help students work to their full potential and develop their sense of self-worth;
- ii. empower students to be positive leaders in their classroom, School, and community;
- iii. communicate regularly and meaningfully with parents/guardians;
- iv. maintain consistent standards of behaviour for all students;
- v. demonstrate respect for all students, staff, parents/guardians, volunteers, and the members of the School community; and
- vi. prepare students for the full responsibility of citizenship.

Teachers shall also assist the Principal in maintaining close co-operation with the School community and in establishing and maintaining consistent disciplinary practices in the School. In addition, teachers must assist the Principal by reporting incidents and assisting the Principal in conducting an investigation.

### *D) Students*

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. Respect and responsibility are demonstrated when a student:

- i. comes to School prepared, properly dressed in his/her uniform, on time, and ready to learn;

- ii. adheres to School uniform rules;
- iii. shows respect for himself or herself, for others, and for those in authority;
- iv. refrains from bringing anything to School that may compromise the safety of others;  
and
- v. follows the established rules and takes responsibility for his or her own actions.

*E) Parents and Guardians*

Parents and 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 and guardians fulfill their role when they:

- i. show an active interest in their son's School work and progress;
- ii. communicate regularly with the School;
- iii. help their child be neat, properly dressed and prepared for School;
- iv. ensure that their child attends School regularly and on time;
- v. promptly report to the School their son's absence or late arrival;
- vi. show that they are familiar with the Code of Conduct and School rules;
- vii. encourage and assist their son in following the rules of behaviour; and
- viii. assist School staff in dealing with disciplinary issues involving their son.

**6. *Progressive Discipline***

- a) When exercising progressive discipline the school will consider mitigating factors and exercise discretion to determine the appropriate sanction to apply to an offence, the School will take into account:
  - i. the particular student and the circumstances;
  - ii. the nature and severity of the behaviour; and
  - iii. the impact on the School climate, including the impact on students or other individuals in the School community.
- b) The range of sanctions that the School will apply to offences include:
  - i. removal from a School activity or special program to complete work, or completion of a special assignment designated by the teacher;

- ii. detention;
  - iii. probation;
  - iv. in-School suspension;
  - v. behaviour or performance contract with the involvement of the student, teachers and parents/guardians;
  - vi. formal suspension from School. In this instance, conditions to return to School will be discussed with parents/guardians and students in accordance with the School policy; and/or
  - vii. expulsion from School.
- c) The School reserves the right to expel a student when the continued attendance of that student would not be in the best interests of that student or the School. The School also reserves the right to expel a student when his or her behaviour is in breach of the Code of Conduct, seriously jeopardizes the School's ability to guarantee the dignity and safety of its students and/or interferes with learning, or involves conduct which is injurious to the School's moral tone or to the physical or mental well-being of others. In these circumstances, the School will make reasonable efforts to assist the student's family in securing suitable alternative education arrangements.