

St. Anne Catholic School

Name: _____



St. Anne Catholic School Code of Conduct

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Catholic Code of Conduct



Policy Statement

In light of its Mission Statement, the Sudbury Catholic District School Board is committed to the implementation in every school of a Catholic Code of Conduct that clearly reflects the need to provide a safe, caring, inclusive and healthy Catholic school community. All community members will work together to develop spiritually, intellectually, physically, socially, and emotionally by aspiring to the highest possible standards of Catholic behaviour, in living out the gospel values, and by fostering a Catholic culture of respect, responsibility and concern for the common good.

Responsibilities of Students

Students will exercise self-discipline in their respect for self, staff, fellow students, school property and the property of others. They will take full responsibility for their own actions and strive to live up to the expectations of the Catholic Code of Conduct and all other board/school/class expectations, policies and procedures. They will work towards achieving a virtuous lifestyle, high standards of personal conduct and academic performance, active participation in leadership and service initiatives, concern for the environment, and compassion for those in need.

Students fulfill these responsibilities by:

- coming to school prepared, on time, ready to learn, and properly attired;
- striving for excellence in personal conduct and academic performance;
- cultivating opportunities to develop talents and strengthen personal leadership skills;
- demonstrating courteous behaviour to all;
- contributing to an inclusive school culture by advocating that no student be excluded;
- defending the rights of fellow students by reporting and/or safely intervening when the rights of others are threatened or violated;
- cultivating a virtuous life through a commitment to gospel values and service to others;
- participating respectfully in the faith life and liturgical practices of the school community (sacraments, retreats, religion curriculum, etc);
- participating in school programs related to wise stewardship of resources (e.g. reduce, reuse, recycle);
- accepting school discipline as a tool for personal growth, and as an extension of the responsibilities that would be exercised by a kind, firm and judicious parent;

- refraining from bringing anything to school that may compromise the safety of others; and
- acknowledging that school safety is a shared responsibility that depends on student commitment and involvement.

*“Whatever happens, conduct yourselves in a manner worthy of the Gospel of Christ”
(Philippians 1:27)*

Bullying Prevention



Policy Statement

In recognizing that “bullying adversely affects the student’s ability to learn, adversely affects healthy relationships and school climate, and adversely affects the school’s ability to educate its students” (PPM No. 144, Ministry of Education, p 3), SCDSB prohibits bullying in all its forms, as a serious offence against the dignity of persons created in God’s image, and as an affront to the integrity of Catholic learning communities. Thus, the board is committed to a comprehensive whole-school approach to bullying prevention and response.

Bullying Definition

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at a person or group that is meant to cause (or should be known to cause) fear and distress and/or harm to another person’s body, feelings, self-esteem, or reputation. Bullying happens where there is a real or perceived power imbalance. Ministry of Education PPM No.144

Policy Mandate

All schools must have a Safe Schools Action Team (or other committee concerned with safe schools) to promote school safety and prevent bullying.

*“Merciful and gracious is the Lord, slow to anger, abounding in kindness.”
(Psalm 145:8)*

Progressive Discipline



Policy Statement

SCDSB supports the comprehensive and consistent use of a progressive discipline approach, and shall reflect the model of Christian discipleship, in its implementation of the Catholic Code of Conduct.

Progressive Discipline Definition

Progressive Discipline is a step-by-step process of supporting positive behaviours and responding to and resolving a wide range of infractions and conflicts with appropriate interventions and consequences. It helps to facilitate the renewal of relationships, and to ensure new beginnings for designated students within a nurturing learning environment. Progressive discipline exists at all times for all students. Progressive discipline includes classroom management strategies and school-wide programs that teach pro-social skills, provides support for vulnerable students, promotes virtue formation, and fosters Catholic values.



When challenging behaviours occur, **interventions** are initiated to re-direct the student's behaviours and encourage him/her to make amends. **Consequences** to help the student appreciate the seriousness of his/her actions are part of this educative process, along with **on-going supports** to ensure that negative behaviours are replaced with positive ones. At times, **suspension or expulsion** may be necessary as a just consequence and to protect the safety of others. A student on suspension or expulsion will have an opportunity to continue learning in an alternate setting. Upon return to a regular day school, the student will be welcomed back with on-going support and monitoring.

Suspensions

A principal may consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity, or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Uttering a threat to inflict serious bodily harm on another person;
2. Possessing alcohol, illegal and/or restricted drugs;
3. Being under the influence of alcohol, illegal and/or restricted drugs;
4. Swearing at a teacher or at another person in a position of authority;
5. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
6. Bullying;
7. Any act considered by the principal to be injurious to the moral tone of the school;
8. Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community; or
9. Any act considered by the principal to be contrary to the Catholic Code of Conduct.

A pupil may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.

Expulsions

A principal may consider recommending an expulsion of a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Possessing a weapon, including possessing a firearm;
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;

6. Trafficking in weapons, illegal and/or restricted drugs;
7. Committing robbery; giving alcohol to a minor;
8. An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
9. A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
10. Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
11. The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper; or
12. Any act considered by the principal to be a serious violation of the Catholic Code of Conduct.

Mitigating Factors:

The following factors must be taken into account if they would mitigate the seriousness of the activity for which suspension or expulsion is considered:

1. The pupil's ability to control his/her behaviour;
2. The pupil's ability to understand the foreseeable consequences of his/her behaviour;
3. Whether the pupil's on-going presence creates an unacceptable risk to the safety of any person;
4. The pupil's history and age; and IEP considerations, if applicable;
5. Whether a progressive discipline approach has been used with the pupil;
6. Whether the activity was related to harassment;
7. How the suspension/expulsion would affect the pupil's on-going education.

The Sudbury Catholic District School Board aims to maintain a positive and safe environment in their schools for all students, staff, parents, and visitors. Any violence or harassment of any kind will be taken very seriously. Because of this, when a student's behaviour poses a serious threat to his or her safety or the safety of others, a Violence Threat Risk Assessment (VTRA) will be activated.

The protocol for the VTRA was developed by partners within the Greater City of Sudbury and is activated by the principal of each school when a student commits an act that may present a risk for their safety or the safety of others. A trained team with members from the school board, police, and community partners evaluates the importance of risks of behavior and puts measures in place to prevent any threatening acts. The partners will share information, advice and support, and plans will be developed to minimize the risk. In sharing personal information, each individual's right to privacy will be balanced with the need to ensure the safety of all.

Transportation Responsibilities

Policy Statement

Students who are granted the privilege of school transportation shall behave in a safe and appropriate manner while on the vehicle. Students who behave in an unsafe or inappropriate manner will lose this privilege. Students shall obey the instructions of the driver.

Operational Procedures

Riding on a school bus both to school and on planned excursions is a privilege, not a right. Students shall:

1. Be at their bus pickup point five to ten minutes prior to bus scheduled arrival time;
2. Respect the property and belongings of other people at the stop;
3. Wait for the bus to come to a complete stop before preparing to board or get off;
4. Go directly to their seat and remain there until they reach their destination;
5. Remain seated at all times, facing forward, with their back against the seat and their legs turned towards the front of the bus;
6. Avoid distracting or speaking to the bus driver, except in an emergency;
7. Refrain from eating, drinking, or dirtying the inside of the bus;
8. Refrain from smoking, drinking alcohol or using drugs;
9. Refrain from throwing objects inside or outside the vehicle;
10. Keep all parts of their body inside the bus;
11. Keep their books, school bags and any other objects on their lap & keep the aisle clear;
12. Take skates on the bus only if they have blade guards and are kept inside a carrying bag;
13. Refrain from taking very large, cumbersome, hazardous or offensive items on the bus;
14. Hockey sticks, animals, firearms, explosives, water guns & other dangerous items (at the discretion of the driver and school principal) are prohibited on school buses;
15. Be liable for any deliberate damage to the bus;
16. Only board the bus to which they have been assigned and get on or off only at their assigned bus stop;
17. Help keep the bus safe and clean;
18. Follow all of the bus driver's instructions, especially in an emergency;
19. Never bully other students or the bus driver;
20. Refrain from speaking loudly, fighting, swearing, using abusive language;
21. Refrain from making noise, hitting, biting or disturbing other students;
22. Obey the same rules and regulations as they would in a regular classroom;
23. If transferring, remain seated on the bus until the transfer bus arrives;
24. Always walk in front of the vehicle and look for traffic before crossing the street;

St. Anne Catholic School – Daily Schedules

Daily Schedule - FDK to Grade 2

8:35 - 8:50	Bus Arrival
8:50 - 10:10	Class
10:10 - 10:25	Recess
10:25 - 11:30	Class
11:30 - 12:10	Lunch
12:10 - 1:50	Class
1:50 - 2:05	Recess
2:05 - 3:00	Class
3:00	Dismissal

Daily Schedule - Grade 3 to Grade 6

8:35 - 8:50	Bus Arrival
8:50 - 10:10	Class
10:10 - 10:25	Recess
10:25 - 11:50	Class
11:50 - 12:30	Lunch
12:30 - 1:50	Class
1:50 - 2:05	Recess
2:05 - 3:00	Class
3:00	Dismissal

Daily Schedule - Grades 7 and 8

8:35 - 8:50	Bus Arrival
8:50 - 9:30	Period 1
9:30 - 10:10	Period 2
10:10 - 11:00	Period 3
11:00 - 11:50	Period 4
11:50 - 12:30	Lunch
12:30 - 1:10	Period 5
1:10 - 1:50	Period 6
1:50 - 2:30	Period 7
2:30	Dismissal

Our morning supervision begins at 8:35 a.m., therefore students are asked to arrive NO EARLIER THAN 8:35 a.m.

Students are to access the school yard by walking around the school rather than going through the building.