



St. Martha Catholic School

STUDENT CODE OF CONDUCT

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Safe and Caring Schools

All students and staff, regardless of disability, race, creed, culture, nationality, religion, sexual or gender orientation, gender identity, and gender expression, must be treated with respect and dignity. The Division is committed to ensuring that each student enrolled in a school operated by the Division and each Division employee is provided a safe and caring environment that fosters and maintains respectful and responsible behaviours.

- [Welcoming, Caring, Respectful and Safe Learning Environments Administrative Procedure 160](#)
- [Inclusive Committees: Providing Safe and Caring Learning Environments Board Policy 19](#)

Core Values

St. Martha School affirms the joint responsibility of home and school to guide students to behave in acceptable, positive ways that reflect the core values of the Fort McMurray Catholic School District: valuing persons, learning, responsibility, and community. Students have a responsibility to contribute to safe and caring Catholic learning communities by refraining from acts of violence, threats, intimidation, harassment, and other behaviours that may cause harm. Students are expected to seek assistance from a trusted adult when they become aware of a concern, threat, or situation that may compromise the safety and well-being of others. For further information, see Section 31 of the *Education Act*.



Valuing Persons (Respect for Self & Others): Follow the Golden Rule—treat others as you want to be treated. Value human dignity, respect personal space/property, and use your gifts positively.

Valuing Learning (Honesty & Integrity): Arrive ready to learn, actively engage, put forth your best effort, and grow from mistakes.

Valuing Responsibility (Accountability): Take ownership of your words and actions, attend school punctually, cooperate with staff, and advocate for safety.

Valuing Community (Belonging): Respect everyone's rights, contribute positively to school culture, and actively report bullying.

Core Expectations

Our behavioural expectations are structured around four core values.

Settings	Valuing Persons	Valuing Learning	Valuing Community	Valuing Responsibility
All Settings	Use kind words and actions; keep hands/feet to self; respect privacy & differences.	Listen attentively; arrive prepared; stay focused; ask for support when needed.	Keep spaces clean; recycle; respect school & personal property; report damages.	Dress respectfully; follow dress code & adult directions; care for belongings.
Classroom	Include others; share supplies; use indoor voices;	Participate fully; remain seated; celebrate peer	Tidy personal areas; tuck in chairs; treat materials with	Ask permission before leaving; return borrowed

	show empathy.	successes.	care.	items; complete tasks to best ability.
Hallway	Walk quietly in line; give space to younger students; keep hands to self.	Demonstrate good transitions; avoid disturbing nearby classrooms.	Respect bulletin boards; refrain from touching wall decorations.	Wear proper indoor footwear; walk safely to different school areas.
Gym and Playground	Show sportsmanship; encourage teammates; include everyone in play.	Follow safety rules/directions; try new physical activities enthusiastically.	Clean up and return all equipment to proper storage areas.	Wear athletic footwear; dress for weather; report injuries or conflicts immediately.
Lunch Time	Eat personal food only (no sharing); converse quietly and kindly.	Remain seated while eating; wait quietly for teacher dismissal.	Clean up food scraps/spills; place waste/recycling in proper bins.	Complete assigned classroom helper duties and chores after eating.
Technology	Recognize AAC devices as a student's voice; respect personal tech space.	Use approved educational apps/websites; stay strictly on task.	Keep food and liquids completely away from electronic devices.	Handle devices gently; plug in to charge; log out properly; use assigned device.
Library	Treat shared books with care; listen attentively to	Read quietly; listen respectfully during	Return books to proper shelves or designated drop locations.	Return borrowed library materials on

	staff.	storytime/group sessions.		time and in good condition.
Washroom	Respect personal privacy; wait patiently without looking under/over stalls.	Use facilities during designated times; return directly to class.	Keep water in the sink; place paper towels in trash; clean up mess.	Wash hands thoroughly with soap; turn off taps; flush toilet after use.
Bus/ Transport	Show respect to driver and peers; stay seated facing forward.	Listen quietly to safety announcements and driver instructions.	Keep the bus clean; refrain from eating or leaving litter behind.	Keep belongings secure; follow line-up and boarding procedures.

Discipline Procedures

When dealing with unexpected behaviour, we always try to address the incident using logical consequences and restorative justice practices, while maintaining the person's dignity. Parents/guardians will be advised of difficulties if needed, and a plan will be developed.

To maintain a safe and supportive learning environment, students are expected to avoid actions that cause physical, digital, or emotional harm, including:

- **Bullying & Harassment:** Intentional physical, verbal, or cyberbullying actions meant to hurt or intimidate others.
- **Physical Aggression:** Fighting, hitting, rough play, or any behaviour that threatens physical safety.
- **Learning Disruption:** Persistent interference with the teacher's ability to teach or peers' ability to learn.
- **Substances & Dangerous Items:** Possession or use of restricted substances, weapons, or harmful objects.
- **Property Misconduct:** Vandalism, theft, damage, or misuse of school or personal property.

Bullying

Bullying refers to repeated and hostile or demeaning behaviour by an individual where the behaviour is intended to cause harm, fear or distress to another individual in the school community, including psychological harm or harm to the individual's reputation. Bullying does not meet the standards of the district's core values.

Consequences for Misconduct

Children and students will learn appropriate behaviours by:

- Identifying what was wrong.
- Taking responsibility for their actions.
- Finding a way to solve the problem that leaves everyone's dignity intact.
- Learning alternatives for dealing with a similar problem.
- Helping to heal everyone harmed.

Supportive & Restorative Responses

When expectations are not met, our school uses responses tailored to the student's age, developmental level, and history, focusing on learning and accountability:

- **Restorative Practices:** Facilitated restorative conversations, mediation, and peer conflict resolution. In our school, this means two main things:

Building Community: Intentionally nurturing relationships among every member of our school.

Repairing Harm: When harm occurs, shifting away from pure punishment toward repairing relationships and addressing the actual needs of everyone impacted.

- **Targeted Support:** Counselling connections, check-ins with trusted staff, and personalized behaviour plans.
- **Reflection & Reset:** Supported reflection time in a quiet space to reset and plan positive steps forward.
- **Restitution:** Repairing or replacing damaged items and restoring broken relationships within the community.
- **Formal Interventions:** Temporary loss of privileges, classroom relocation, suspension, or division-level actions when necessary to preserve safety.