

STUDENT CODE OF CONDUCT

Background:

The Division is committed to ensuring each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. The primary focus of the Student Code of Conduct is to help students learn how to:

- resolve issues peacefully;
- develop empathy; and
- contribute to a welcoming, caring, respectful and safe learning environments that foster diversity and nurture a sense of belonging and a positive sense of self.

Students are expected to learn, practice and develop such personal and interpersonal character traits and to contribute to the development of welcoming, caring, respectful and safe learning environments. Students are further expected to respect diversity and refrain from demonstrating any form of discrimination as set out in the Canadian Charter of Rights and Freedoms, the Alberta *Human Rights Act* and the *Education Act*. As a fundamental principle and as a matter of public policy, the Division believes all students have the right to learn in settings that promote equality of opportunity, dignity and respect, without regard to 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. As such, students are expected to foster a sense of belonging among all students.

Students are expected to pursue academic and cultural studies to maximize their individual potential in becoming contributing members of society.

The purposes of the Student Code of Conduct are to:

- establish and maintain a welcoming, caring, respectful and safe learning environment that fosters diversity and nurtures a sense of belonging and a positive sense of self;
- establish and maintain an appropriate balance between individual and collective rights, freedoms and responsibilities in the school community;
- establish and publish expectations for student behaviour while at school, at school-related activities or while engaging in activities that may have an impact on others in the school; and
- address issues such as consequences for unacceptable behaviour.

Definitions:

Bullying:

means repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation.

Conflict in Relationship:

occurs through episodic acts of breakdowns in relationship between students. Conflict is an inevitable component of students learning to grow within social relationships. Disagreement and misunderstanding between parties are at the heart of conflict. However, conflict does not constitute premeditated efforts to cause harm, fear or distress.

Procedures:**1. Student Responsibilities**

- 1.1. The Student Code of Conduct sets out behavioural expectations for students, including those behaviours that are consistently promoted and modelled by all in the school community—staff, students and parents. Students shall be held accountable for conduct that occurs outside of the school building or school day and/or electronically if the conduct negatively affects members of the school community or interferes with the school environment. The Student Code of Conduct encourages compliance with section 31 of the *Education Act*.
- 1.2. Students are expected to display acceptable behaviour. Examples of acceptable behaviour include:
 - 1.2.1. Respect yourself and the rights of others in school.
 - 1.2.2. Treat all students and staff with dignity, respect and fairness at all times.
 - 1.2.3. Make sure your conduct contributes to a welcoming, caring, respectful and safe learning environment in the school that respects diversity and fosters a sense of belonging of others in your school.
 - 1.2.4. Resolve conflict or seek assistance to resolve conflict in a peaceful, safe and non-threatening manner that is conducive to learning and optimal growth. Parameters for addressing conflict between students may be dealt with through counselling, community conferencing or other forms of restorative justice.
 - 1.2.5. Refrain from, report and refuse to tolerate bullying or bullying behaviour, even if it happens outside of the school or school hours and/or electronically.
 - 1.2.6. Inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school.
 - 1.2.7. Act in ways that honour and appropriately represent you and your school.
 - 1.2.8. Attend school regularly and punctually.
 - 1.2.9. Be ready to learn, actively engage in and diligently pursue your education.
 - 1.2.10. Know and comply with the rules of your school.
 - 1.2.11. Co-operate with all school staff.
 - 1.2.12. Be accountable for your behaviour to your teachers and other school staff.
 - 1.2.13. Take appropriate measures to help those in need of assistance.
 - 1.2.14. Be kind to all persons.
 - 1.2.15. Demonstrate honesty and integrity.

- 1.2.16. Demonstrate respect for authority, other people and their personal property, school property and equipment.
- 1.2.17. Demonstrate digital citizenship through the appropriate use of technology.
- 1.2.18. Contribute positively to your school and your community.
- 1.3. Students are to refrain from engaging in unacceptable behaviour whether or not the behaviour occurs within the school building, during the school day or by electronic means. While school staff members are not able to control what students do outside of school, where that behaviour spills into the school environment, there may be consequences for the behaviour. Examples of unacceptable behaviours may include:
 - 1.3.1. behaviours that interfere with the learning of others and/or the school environment;
 - 1.3.2. behaviours that create unsafe conditions;
 - 1.3.3. acts of bullying, harassment or intimidation;
 - 1.3.4. physical violence;
 - 1.3.5. retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concern;
 - 1.3.6. any form of harassment, including bullying, via electronic means and/or through social networking sites whether through language or frequency of messages; and
 - 1.3.7. any illegal activity. Examples include but are not limited to:
 - 1.3.7.1. possession, use or distribution of illegal or restricted substances;
 - 1.3.7.2. possession, distribution or display of offensive messages or pictures;
 - 1.3.7.3. possession or use of weapons; and
 - 1.3.7.4. theft or damage to property.
- 2. Consequences of Unacceptable Behaviour
 - 2.1. Unacceptable student behaviour may be grounds for disciplinary action and provides an opportunity for critical learning and reflection in the areas of personal accountability and responsibility, the development of empathy, conflict resolution, communication and social skills development.
 - 2.2. Consequences of unacceptable behaviour take into account the student's age, maturity, individual circumstances and frequency of misconduct. The specific circumstances of the situation and of the student shall be taken into account when determining appropriate consequences.
 - 2.3. While this code of conduct addresses consequences for inappropriate behaviour, support shall be provided to students impacted by inappropriate behaviour and to those students who engage in inappropriate behaviour.
 - 2.4. The consequences of unacceptable behaviour may include but are not limited to:
 - 2.4.1. assignment of a student to an alternate supervised location, when behaviour is unacceptable, disruptive or destructive; see [Guidelines for Time-Out in Alberta Schools](#)

- 2.4.2. short-term removal of privileges;
 - 2.4.3. detention;
 - 2.4.4. use of reasonable force as required by way of correction to restrain a student from carrying out a violent or destructive act that could harm the student or others;
 - 2.4.5. interventions such as positive behaviour supports, community conferencing or other forms of restorative justice;
 - 2.4.6. replacement of or payment for damage to school property;
 - 2.4.7. corrective student transfer;
 - 2.4.8. suspension; and/or
 - 2.4.9. recommendation for expulsion.
- 2.5. As per [Ministerial Order \(#042/2019\)](#) and the [Standards for Seclusion and Physical Restraint in Alberta Schools](#), in the event unanticipated events unfold where a child's/student's behaviour poses a danger of imminent harm to self or others, the use of physical restraint and/or seclusion may be utilized as pre-planned safety measures with parent or guardian consent, or as emergency and crisis measures.
- 2.6. The Principal shall ensure school staff complete the [Individual Incident Report and Observation Log for Physical Restraint and Seclusion Form](#) (Form 350-1) for all incidents involving seclusion and physical restraint, and submit the completed form to Supports for Students.
- 2.7. When physical restraint and/or seclusion is used as a pre-planned safety measure, the Principal shall ensure parents provide informed consent and complete the [Parent Permission to use Physical Restraint/Seclusion form](#) (Form 350-2). Signed consents are to be included with the child's/student's Behaviour Action Plan.
3. Annually at the start of each school year—or as needed throughout the school year for all families that enrol in the Division mid-year—parents/guardians shall acknowledge they've read and reviewed this Administrative Procedure with their child.

Reference:

Section 31 *Education Act*

Canadian Charter of Rights and Freedoms

Alberta Human Rights Act

Ministerial Order (#042/2019)

Standards for Seclusion and Physical Restraint in Alberta Schools

[Appendix 350-A: Guidelines for Use of Timeout, Seclusion and Physical Restraint in Schools](#)