

CODE: HG.BP**TOPIC:** Student Behaviour and Conduct**EFFECTIVE DATE:** (dd-mm-yyyy)**ISSUE DATE:** (dd-mm-yyyy)**REVIEW YEAR:** (yyyy)

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, inclusive, safe, and healthy learning and working environment throughout the District.

To establish and maintain an appropriate balance between individual and collective rights, freedoms, and responsibilities in the school community.

To establish expectations for student behaviour and conduct, and address consequences and protocols for responding to unacceptable behaviour in accordance with the Alberta *School Act*.

DEFINITIONS

Definitions for the following terms and for terminology for all other policies related to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are found in a Glossary of Terms (linked in References).

- **Bullying**
- **Conflict in relationship**
- **Academic Integrity**

POLICY

The Board is committed to ensuring that each student is provided with a welcoming, inclusive, safe, and healthy learning environment that supports high quality learning, respects diversity, and fosters a sense of belonging and a positive sense of self. Students are expected to learn, practice, and demonstrate strong personal and interpersonal character traits and to contribute to the development of caring and productive 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 *School Act*. As a fundamental principle and as a matter of public policy, The Board believes that 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, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

EXPECTATIONS

A. STUDENT RIGHTS AND RESPONSIBILITIES

1. Students have the right to be treated with dignity, respect, and fairness by other students and staff.

2. Students shall be provided with a learning environment that is free from physical, emotional, and social abuse.
3. Students and parents shall be informed of the Board's and school's expectations for student behaviour within the school, the school grounds, and during school activities.
4. In the event of student misbehaviour, students and parents shall have the right to offer an explanation, and to be informed about consequences of misbehaviour.

B. STUDENT BEHAVIOUR AND CONDUCT

1. The Board expects that students behave in accordance with Section 12 of the *School Act* which states that a student shall conduct himself or herself so as to reasonably comply with the following Code of Conduct:
 - a. be diligent in pursuing the student's studies;
 - b. attend school regularly and punctually;
 - c. co-operate fully with everyone authorized by the Board to provide education programs and other services;
 - d. comply with the rules of the school;
 - e. account to the student's teachers for the student's conduct;
 - f. respect the rights of others;
 - g. ensure the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
 - h. refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school; whether or not it occurs within the school building, during the school day or by electronic means; and
 - i. positively contribute to the student's school and community.
2. Furthermore, students are expected to:
 - a. resolve conflict or seek assistance to resolve conflict in a peaceful, safe, and non-threatening manner that is conducive to learning and growth. Parameters for addressing conflict between students may include counselling, mediation, or forms of restorative practice;
 - b. demonstrate digital citizenship through the appropriate and ethical use of school and personal technology;
 - c. ensure that they conduct themselves with academic integrity and refrain from and report all incidents of academic misconduct including, but not limited to, cheating and plagiarizing.

C. UNACCEPTABLE BEHAVIOUR

1. Students are accountable for their behaviour toward other students whether or not it occurs on school property or within the school day. Where that behaviour spills into the school environment and threatens the safety of others or disrupts the learning environment, there may be consequences for the behaviour.
2. Examples of unacceptable behaviour include but are not limited to:
 - a. behaviours that interfere with the learning of others and/or the school environment

- b. behaviours that create unsafe conditions
- c. acts of bullying, harassment, threats, or intimidation whether it be in person, indirectly, or by electronic means
- d. physical violence
- e. retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern
- f. any illegal activity such as:
 - i. possession, use, or distribution of illegal or restricted substances
 - ii. possession or use of a weapon;
 - iii. possession, use, display, or distribution of offensive messages, videos or images
 - iv. theft or possession of stolen property.

D. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

1. Unacceptable 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, as well as communication, conflict resolution, and social skills development.
2. Consequences for unacceptable behaviour must take into account the student's age, maturity, individual circumstances, and frequency of misconduct. The specific circumstances of the situation and of the student are taken into account when determining appropriate responses to misbehaviour.
3. The consequences for unacceptable behaviour may include, but are not limited to:
 - a. assignment of a student to an alternate supervised location, when behaviour is disruptive, disrespectful, or destructive
 - b. short term removal of privileges
 - c. interventions such as positive behaviour supports, contracts, counselling, restorative practices
 - d. replacement or retribution for loss of or damage to property
 - e. in-school or out-of-school suspension
 - f. recommendation for expulsion; and/or
 - g. referral to police.
4. While this policy addresses consequences for inappropriate behaviour, support shall be provided to students impacted by inappropriate behaviours as well as to those students who engage in the inappropriate behaviour.

ACCOUNTABILITY

The Superintendent of Schools shall be responsible for ensuring the implementation of this policy through appropriate regulations and communication with District staff. Furthermore, the Superintendent shall provide the Board with information on implementation of the policy through the annual results review process and in the Alberta Education Results Report.

This policy will be made available to all staff of the Board as well as District students and parents and will be reviewed every year by the Board's Policy Review Committee.

REFERENCES

AE.BP - Welcoming, Inclusive, Safe and Healthy Learning Environments

AD.BP - District Vision, Mission, Values, and Priorities

AE.BB.BP - Wellness of Students and Staff

DKB.AR - Appropriate Use of District Technology

FA.BP - Human Resources Framework

FBCA.AR - Respectful Working Environments

FBEB.AR - Workplace Violence

HED.BP - Student Attendance

HF.BP - Safe, Caring and Respectful Learning Environments

HFA.BP - Sexual Orientation and Gender Identity

HG.AR - Student Behaviour and Conduct

HGD.BP - Student Suspension and Expulsion

Glossary of Terms

Alberta Human Rights Act

Canadian Charter of Rights and Freedoms

School Act s. 1(1)(b.1), 12, 16, 24, 25, 45.1