

# STUDENT CODE OF CONDUCT

## Background

The Division is committed to ensuring that 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:

- 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;
- resolve issues peacefully;
- develop empathy; and

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 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, 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.

In Battle River School Division School's Student Codes of Conduct are developed in the form of a Behaviour Matrix. The purposes of the Behaviour Matrix is 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
- provide a framework for reviewing and teaching behaviour.

## Procedures

### 1. Student Responsibilities

- 1.1 The Behaviour Matrix sets out behavioural expectations for students, including those behaviours that are consistently taught, reviewed 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 Behaviour Matrix encourages compliance with section 31 of the *Education Act*.

- 1.2 Students are expected to display acceptable behaviour as outlined in their school behaviour matrix. Examples of acceptable behaviour may include but are not limited to:
  - 1.2.1 Treat yourself, all students and staff with dignity, respect, and fairness at all times.
  - 1.2.2 Resolve conflict or seek assistance to resolve conflict in a peaceful, safe, and non-threatening manner that is conducive to learning and optimal growth.
  - 1.2.3 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.
  - 1.2.4 Inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation, or other safety concerns in the school.
  - 1.2.5 Act in ways that honour and appropriately represent you and your school.
  - 1.2.6 Attend school regularly and punctually.
  - 1.2.7 Be ready to learn, actively engage in and diligently pursue your education.
  - 1.2.8 Know and comply with your school's behaviour matrix.
  - 1.2.9 Be accountable for your behaviour to your teachers and other school staff.
  - 1.2.10 Take appropriate measures to help those in need of assistance.
  - 1.2.11 Demonstrate honesty and integrity.
  - 1.2.12 Demonstrate digital citizenship through the appropriate use of technology.
- 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 The consequences of unacceptable behaviour may include but are not limited to:

- 2.3.1 assignment of a student to an alternate supervised location, when behaviour is unacceptable, disruptive, or destructive; see “Guidelines for Time-Out in Alberta Schools”;
- 2.3.2 short-term removal of privileges;
- 2.3.3 participate in additional instruction and practice in relation to the appropriate behaviour;
- 2.3.4 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;
- 2.3.5 interventions such as positive behaviour supports, community conferencing or other forms of restorative justice;
- 2.3.6 replacement of or payment for damage to school property;
- 2.3.7 corrective student transfer;
- 2.3.8 suspension; and/or
- 2.3.9 recommendation for expulsion.

3. Support will be provided for students that are impacted by inappropriate behaviour as well as for those who engage in appropriate behaviour.

4. It is expected that students will contribute to an inclusive learning environment that is welcoming, caring, respectful and safe, non-threatening, and conducive to high quality teaching and optimal learning.

Reference: Section 1, 8, 31, 33, 35, 35.1, 36, 37, 41, 42, 48, 51, 52, 53, 222 Education Act  
Canadian Charter of Rights and Freedoms  
Alberta Human Rights Act  
Alberta Bill of Rights  
Canadian Criminal Code

Resource: Guidelines for Time-Out in Alberta Schools  
<https://www.alberta.ca/assets/documents/ed-guidelines-for-time-out-in-alberta-schools.pdf>

Related APs: Healthy Schools and Worksites (160)  
Harassment-Free Work/School Environment (170)  
Student Suspension and Expulsion (356)  
Transportation - Student Conduct (551)

Forms: Student Suspension/Expulsion Report (356-1)

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