

# STUDENT CONDUCT

## Background

The School Act stipulates expectations for students with regard to their general conduct and deportment. The Division fully subscribes to this code of conduct and believes that it has a responsibility to maintain an acceptable standard of student behaviour and decorum in the school to create an environment where teachers can teach and students can learn. An important purpose for these standards is to develop in each student the capacity for self-control.

The Division strongly endorses the establishment and enforcement of standards of student conduct and behaviour that support the creation of a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging.

The Division's Administrative Procedure 160, Safe and Caring Schools, further supports this Administrative Procedure.

## Procedures

1. Students shall conduct themselves in accordance with the code of conduct established in the School Act and comply with the following code of conduct which requires a student to:
  - 1.1 be diligent in pursuing the student's studies,
  - 1.2 attend school regularly and punctually,
  - 1.3 co-operate fully with everyone authorized by the board to provide education programs and other services,
  - 1.4 comply with the rules of the school,
  - 1.5 account to the student's teachers for the student's conduct,
  - 1.6 respect for the rights of others.
  - 1.7 ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
  - 1.8 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,
  - 1.9 positively contribute to the student's school and community
2. The Division believes that acceptable standards of student discipline can be achieved by:
  - 2.1 Developing as far as possible in every student the capacity for intelligent self-control.

- 2.2 Establishing clearly understood and reasonable limits to student behaviour that can be consistently respected and upheld.
  - 2.3 Recognizing that the maintenance of effective student behaviour is the responsibility of students, staff and parents.
  - 2.4 Establishing procedures in each school through cooperative involvement of students, staff and parents.
3. The Principal or designate has the responsibility for and authority to establish and maintain appropriate procedures to ensure an acceptable standard of student discipline.
  4. The Principal shall involve students, staff and the School Council in the development of a Student Code of Conduct for the school.
  5. A Student Code of Conduct will include the following:
    - 5.1 A statement of purpose that provides rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning environments;
    - 5.2 One or more statements that affirm that the rights set out in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms* are afforded to all students and staff members within the school setting.
    - 5.3 One or more statements that address what are acceptable and unacceptable behaviours whether or not such behaviours occur within the school building, during the school day or by electronic means;
    - 5.4 One or more statements regarding the consequences of unacceptable behaviour. Based on individual needs, the procedure will contain a continuum of supports to correct the unacceptable behaviour and support those students impacted by inappropriate behaviour;
    - 5.5 One or more statements that take into consideration unique student attributes such as age, maturity and individual circumstances;
    - 5.6 One or more statements ensuring that a continuum of supports will be provided to students who are impacted by inappropriate behaviour as well as for students who engage in inappropriate behaviour;
  6. The Student Code of Conduct shall be made available to all members of the school community. In this regard, the Principal shall:
    - 6.1 Make the school Student Code of Conduct and Administrative Procedures 160, 167 and 350 available in a prominent location and on the school website, and provide copies of each upon request;
    - 6.2 Ensure that the website location (“URL”) of the Student Code of Conduct and Administrative procedures 160,167 and 350 are displayed in a place clearly visible to students in each school;
    - 6.3 Review the Student Code of Conduct annually.

7. When dealing with situations requiring disciplinary procedures, teachers are to consider the following guidelines:
  - 7.1 The use of sufficient force to restrain a student who is about to carry out some destructive act or to prevent a student from attacking another person or injuring himself/herself is justified.
  - 7.2 Teachers may temporarily remove from their classroom a student whose conduct continues to be detrimental to the work of the class after s/he has been given reasonable warning. His/her exclusion is to be used to temporarily settle the class down and provide a cooling period if necessary, and is to be followed up with an individual conference with the offender in order to secure the desired behaviour.
  - 7.3 Penalties or consequences for misbehaviour are to be appropriate to the circumstances.
    - 7.3.1 Discipline systems involving the automatic imposition of pre-determined penalties for certain acts are generally to be avoided.
    - 7.3.2 Consequences selected are to be chosen to encourage the desired changes in student behaviour or attitude while ensuring a favourable learning environment.
    - 7.3.3 In establishing consequences, teachers and principals will use corrective interventions that consider the context of the circumstance, the behavioral history of the students involved, and the age /stage of development of the students, and consider supports for students impacted by inappropriate behavior as well as students who engage in inappropriate behavior.
  - 7.4 Teachers are to avoid getting into power struggles with students. While upholding the dignity and authority of the teacher's position is important, students will generally respond more effectively to a quietly worded request that respects their dignity than strongly voiced public reprimands.
  - 7.5 A cooling off period between the commission of the offense and the imposition of punishment is usually advisable. When either the teacher or student is angry or upset, judgement is often impaired and focusing on issues is more difficult.
  - 7.6 Teachers are to recognize that good discipline often depends on their ability to spot and check unacceptable behaviour in its early stages before it escalates into a disruptive confrontation. This requires constant monitoring of the class throughout the class period.
  - 7.7 As an educational institution, the school must provide an environment that allows children's creative talents and abilities to emerge. This implies that students will test the boundaries and make mistakes. Use of positive reinforcement for desired behaviour is a powerful tool that teachers can use to consistently encourage desired growth.
  - 7.8 Professional referrals are to be made to appropriate school and community resources (e.g. FCSS, counsellors, Alberta Mental Health).

- 7.9 Unacceptable methods of discipline will not be supported. These include:
- 7.9.1 Physical attacks by the teacher upon a student.
  - 7.9.2 Use of corporal punishment.
  - 7.9.3 Mass detentions and mass punishments imposed to punish a small number of students.
  - 7.9.4 Detaining students for disciplinary purposes in an arbitrary or inflexible fashion that prevents students from meeting other legitimate, important commitments.
  - 7.9.5 Verbal attack by a teacher upon a student including such things as name-calling, use of sarcasm, unfavourable personal references and attempts to belittle the student.

## 8. Detention of Students

- 8.1 The imposition of detention requires discretion to ensure that the penalty achieves the desired results. When using detention the following procedures apply:
- 8.1.1 The imposition of mass detentions on an entire group in response to the inappropriate behaviour of a small number of students in the group is unacceptable.
  - 8.1.2 The wishes of parents, expressed in writing or in person, for a student to be allowed to leave school promptly at the close of the school day must be respected.
  - 8.1.3 Elementary (grades 1-6) students will not be detained for a period longer than thirty (30) minutes; junior and senior high (grades 7-12) students will not be detained longer than sixty (60) minutes after school.
  - 8.1.4 All students detained must be under the direct supervision of a teacher for the period of the detention.
  - 8.1.5 Activities carried out by students during detention periods must be constructive and educational.
  - 8.1.6 Under normal circumstances, a teacher is not to detain a rural student and cause him/her to miss his/her bus home.
  - 8.1.7 Prior approval of parent/guardian must be obtained before a rural student can be detained at the end of the school day with alternate transportation arrangements specified.

Reference: Section 12, 14, 16, 20, 24, 25, 45, 60, 61, 113 School Act  
Occupational Health and Safety Act  
Prevention of Youth Tobacco Use Act  
Smoke-free Places Act