

STUDENT CODE OF CONDUCT

Background

HPSD is committed to providing a welcoming, caring, respectful and safe learning and working environment free from bullying, harassment, discrimination and violence. HPSPD believes a high standard of conduct must be communicated, supported and maintained in its schools, on its buses and during school-related activities on and off site. The aim of this code of conduct is to help students learn how to address issues of dispute, develop empathy and become good citizens both within and outside of the school community. Each student and staff member within HPSPD has the right to learn and work in facilities that promote equity of opportunity, dignity and respect. In accordance with Section 4 of the *Alberta Human Rights Act*, no person shall:

- deny to any person or class of persons any goods, services, accommodation or facilities that are customarily available to the public, or
- discriminate against any person or class of persons with respect to any goods, services, accommodation or facilities that are customarily available to the public, because of the race, religious beliefs, colour, gender, gender identity, gender expressions, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or class of persons or of any other person or class of persons.

Definitions:

Bullying - a repeated and hostile or demeaning behaviour intended to cause harm, fear or distress, including psychological harm or harm to a person's reputation. It often involves an imbalance of social or physical power.

Four most common types of bullying are verbal, social, physical and cyber:

- *Physical – for example: pushing, spitting, shoving, hitting, kicking, threatening with a weapon, defacing property, stealing*
- *Verbal – for example: mocking, teasing, name-calling, dirty looks, intimidating phone calls, racist, sexist or homophobic taunts, verbal threats, coercion, extortion*
- *Social – for example: gossiping, setting up for embarrassment, spreading rumors, exclusion from group, racist, sexist, homophobic alienation setting other up to take the blame, public humiliation*
- *Cyber – for example: using the internet, email or text messages to threaten, hurt, single out, embarrass, spread rumors or reveal secrets about others.*

Weapon - anything used, designed to be used, or intended for use in causing death or injury to any person, or for the purpose of threatening or intimidating any person.

Procedures

1. Each school shall develop a Student Code of Conduct which shall include, but not be limited to:
 - 1.1. the promotion and development of positive behaviour;
 - 1.2. demonstration of the respect for diversity;
 - 1.3. a specific reference to bullying behaviour; and
 - 1.4. the ways and means of addressing negative behaviour.
2. The development of the Student Code of Conduct shall:
 - 2.1. include input from students, staff, parents and community stakeholders;
 - 2.2. be available electronically, communicated to students, parents and community annually by the principal; and
 - 2.3. be revised as required.
3. Positive behaviour demonstrates respect for self, respect for others, and respect for property. A student shall reasonably comply with the following responsibilities in accordance with Section 31 of the *Education Act*:
 - 3.1. Attend school regularly and punctually;
 - 3.2. Be ready to learn and actively engage in and diligently pursue one's education;
 - 3.3. Ensure one's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;

- 3.4. Respect the rights of others in the school;
 - 3.5. Refrain from, report and not tolerate bullying or bully behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
 - 3.6. Comply with the rules of the school and the policies of the Board;
 - 3.7. Cooperate with everyone authorized by the Board to provide education programs and other services;
 - 3.8. Be accountable to teachers and other school staff for one's conduct; and
 - 3.9. Positively contribute to the school and community.
4. Students who demonstrate inappropriate behaviours may face consequences. Consequences for unacceptable behaviour shall take into account the student's age, maturity and individual circumstances.
 - 4.1. Behaviours that interfere with the learning of others, acts of physical violence, threats, retribution, illegal activity, and bullying are subject to consequences that may result in suspension from a class, school and/or recommendation for expulsion.
 - 4.2. Students shall be held accountable for any behaviour and/or communication means used to threaten, harass, intimidate or assault another person outside of the school if the conduct negatively affects a member of the school or interferes with the school environment.
 - 4.3. Supports shall be made available to students impacted by the negative behaviour, as well as for students who engage in inappropriate behaviour.
 5. Failure to meet the expectations for acceptable behaviour and conduct shall result in some or all of the following actions:
 - 5.1. Problem solving, monitoring or reviewing behaviour expectation with student and reprimand;
 - 5.2. Parental involvement;
 - 5.3. Referral to attendance board;
 - 5.4. Temporary removal of privileges;
 - 5.5. Detention of student;
 - 5.6. Temporary exclusion of student from class;
 - 5.7. In-school suspension;
 - 5.8. Out-of-school suspension;
 - 5.9. Restitution;
 - 5.10. Behavioural contract;
 - 5.11. Involvement of police;
 - 5.12. Recommendation for expulsion from a school.

Response Strategies

6. The purpose of responding to incidents of inappropriate behaviour is to stop and correct the behaviour and to allow the student to learn that it is unacceptable. Staff must respond to any behaviour that has a negative impact on the school climate. Responses may include asking the student to stop the inappropriate behaviour and naming the type of behaviour and explaining why it is inappropriate and/or disrespectful.
 - 6.1. Students impacted by negative behaviour shall receive access to supports and interventions.
 - 6.2. In addition to imposed consequences, students engaging in inappropriate behaviour shall receive support such as mentoring, counselling, restorative processes.
7. Bullying prevention and intervention strategies contribute to positive learning and teaching environments that support the achievement of all students, thereby helping them reach their full potential.
 - 7.1. Bullying will not be accepted on school property, at school related activities, including those off campus, on school buses, or in any other circumstances (such as on-line) where engaging in bullying will have a negative impact on the school climate.
 - 7.2. Bullying will not be accepted from any member of the school community, including adults in the school community, as well as students.

- 7.3. Each school shall have in place a disclosure process that enables any student to report an incident of bullying without fear of reprisal. Staff will take seriously all allegations of bullying and will act in a timely, sensitive, supportive manner when responding to students who disclose or report incidents of bullying.
- 7.4. The school shall use a Response to Intervention approach to address incidents of bullying.
- 7.5. Remedial and/or disciplinary responses shall be designed to correct the problem behaviour, prevent further occurrences of the behaviour and support the victim.
- 7.6. Intervention and support should be consistent with a progressive discipline approach. Strategies may range from early intervention to more intensive interventions in cases where there is persistent bullying. Ongoing support may be necessary to sustain and promote positive student behaviour.
- 7.7. Consequences shall take into consideration the individual's age, circumstances, cognitive development and the severity and frequency of the behaviour.
- 7.8. Interventions and supports must be consistent with the student's strengths, needs and expectations.
- 7.9. In cases where an adult is reported for bullying activities, the principal will conduct an investigation. If the activities are deemed to be bullying, the principal will follow up with an appropriate disciplinary response.
- 7.10. All staff is responsible for maintaining a safe and respectful school environment and for reporting bullying to the school administration.
- 7.11. Parents and students are encouraged to report incidents of bullying to school administration.
- 7.12. Administration will be responsible for conducting a thorough investigation, in a timely manner, to determine if the reported act is in violation of the Administrative Procedure. Depending on the outcome of the investigation, the Principal may:
 - 7.12.1. determine if further action is required;
 - 7.12.2. determine consequences for bullying behaviour;
 - 7.12.3. meet individually with parents of victim and bully;
 - 7.12.4. involve outside agencies on behalf of the victim and/or bully.
- 7.13. Feedback concerning the response to bullying shall involve contacting one or more of the following:
 - 7.13.1. Parents of all students involved in the bullying incident (bystanders, bullies, victim);
 - 7.13.2. Appropriate staff members;
 - 7.13.3. Relevant professionals (e.g., referral to Wellness Coach, Behaviour Management Consultant)
- 7.14. Possession of a weapon:
 - 7.14.1. Violent conduct or threats of violence shall be taken very seriously. Possession of a weapon shall be presumed a threat until an investigation determines otherwise.
 - 7.14.2. When a student is in possession of a weapon without permission from the school staff or bus driver, the principal shall:
 - 7.14.2.1. confiscate the weapon if it is safe to do so;
 - 7.14.2.1.1. If weapon is deemed illegal, it must be turned over to the RCMP. If there is some doubt if a weapon is illegal, refer to the RCMP.
 - 7.14.2.2. conduct a threat assessment to determine if further intervention is warranted; and
 - 7.14.2.3. notify parents/guardians and, if appropriate, return the weapon to the parent.
- 7.15. Use of a weapon to threaten:
 - 7.15.1. When a student uses a weapon to threaten another person the principal shall:
 - 7.15.1.1. confiscate the weapon if it is safe to do so; and
 - 7.15.1.2. follow the Comprehensive School Threat Assessment Guideline (CSTAG) as per Administrative Procedure 343 - Responding to Student Threats of Violence.
- 7.16. Use of a weapon to injure:
 - 7.16.1. When a student uses a weapon to injure another person the principal shall:
 - 7.16.1.1. take necessary measures to secure the safety of all staff and students; and
 - 7.16.1.2. follow HPSD Emergency Response Protocols as deemed necessary.

References

Education Act, Sections 31, 33, 45, 196, 197, 222

Alberta Human Rights Act

Cross Reference

[Administrative Procedure 176 – Workplace Violence](#)

[Administrative Procedure 209 – Welcoming, Caring, Respectful, and Safe Learning Environments](#)

[Administrative Procedure 343 – Responding to Student Threats of Violence](#)

[Administrative Procedure 347 – Suspension and/or Expulsion of a Student](#)

[Administrative Procedure 460 – Harassment](#)