



Code of Conduct

Our Social Contract

We Believe ...

Our school is a place of learning.

It is a place where we treat each other with respect and honesty.

Our school is a place where we work and play in a way that is safe and fair

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Purpose

The purpose of this code of conduct is to provide a safe and caring learning environment that fosters and maintains respectful and responsible behaviours. In creating this environment, this code of conduct reflects the need for an appropriate balance between individual and collective rights, freedoms, and responsibilities.

Creating inclusive, welcoming, safe and caring working and learning environments respects diversity and fosters a sense of belonging is a shared responsibility. This policy affirms the rights, as provided for in the *Canadian Charter of Rights and Freedoms*, the *Alberta Human Rights Act* and the *Alberta Education Act*, of each student enrolled in a school operated by the Board. Students enrolled in New Horizons School will not be discriminated against as provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms*.

Scope

The expectations in the code of conduct are in effect in the following circumstances:

- on school premises
- on the school bus
- during activities that are off school premises and that are organized or sponsored by the school
- behaviour beyond these times when it affects the safe, caring, or orderly environment of the school
- such expectations include website postings, blogs, text messages by or about students or staff using electronic devices, and other means that negatively affect other members of the school community and student learning.
- Such expectations also include the times arriving to and from school, and during lunch hour times when junior high students leave the school premises.

Student Responsibilities and Expectations.

1. A student, as a partner in education, has the responsibility to behave in accordance with Section 31 of the *Education Act*. Section 31 states that a student has the responsibility to:
 - a. Attend school regularly and punctually.
 - b. Be ready to learn, actively engage in and diligently pursue the student's education.
 - c. Ensure the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
 - d. Respect the rights of others in the school.
 - e. 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. Refrain from engaging in, and to assist in the prevention of, violence.
 - f. Comply with the rules of the school and the policies of the Board.
 - g. Co-operate with everyone authorized by the Board to provide education programs and other services.
 - h. Be accountable to the student's teachers and other school staff for the student's conduct.
 - i. Positively contribute to the student's school and community.

Major Infractions: Bottom Line Behaviors

Major infractions are called bottom line behaviors. Minor infractions are those not identified in the bottom line behaviors.

Bottom line behaviors include the following:

1. Any illegal activity (eg. behaviors related to drugs and alcohol, weapons including replicas, theft, vandalism, etc.).
2. Use of tobacco in or on school property within one block of the school.
3. Habitual minor infractions.
4. Deliberately striking or pushing a teacher or another person in authority and/or swearing at a teacher or another person of authority.
5. Direct or persistent opposition to authority.
6. Uttering a threat to inflict serious bodily harm or harm to property (eg. saying “I’m going to kill you” even in jest; threats to injure, bomb threats).
7. Physical assault causing bodily harm (eg. hitting, pushing, kicking, fighting).
8. Retribution against a person who has reported an incident.
9. Conduct injurious to the physical or mental well-being of others in the school including, but not limited to bullying, fighting, false fire alarms, dangerous use of equipment, hate-motivated incidents
10. Taking photos or recordings of others without appropriate consent (ie: because students are minors, they cannot give consent)
11. Engaging in acts of academic misconduct including, but not limited to, cheating and plagiarizing.
12. Violating the Acceptable Use of Technology Agreement
13. Harassment on any of the protected or prohibited grounds identified in the Alberta Human Rights Act. These prohibited grounds are identified below:
 - Race
 - Religious Beliefs
 - Colour
 - Gender
 - Mental Disability
 - Physical Disability
 - Ancestry
 - Place of Origin-Place of Birth
 - Family Status
 - Sexual Orientation

Responding to Bottom Line Behaviors

Bottom Line Behaviors have the automatic consequence of removal from the classroom group or school group for a period of time.

Depending on the frequency and severity of the infraction, a student may be removed from the group in the following ways:

- with an in-school suspension for a partial day, or full days
- suspension from a certain courses for one or more days
- out-of-school suspension to a maximum of five days
- out-of-school suspension to a maximum of five days with the recommendation to the Board of Directors for expulsion
- As well, depending on the nature of the infraction, other measures may be taken.
- The RCMP may be notified.
- In the case of threats, students who utter threats may be expected to undergo a threat-risk assessment by a trained professional.

Minor Infractions

Minor infractions of the code of conduct are those that are not identified as major infractions or bottom line behaviors.

Minor infractions are those behaviors which infringe upon the needs of others. Our social contract on page 1 expresses the kind of school community we want. Behaviors that go against our social contract are considered infractions.

Considerations

Rising Expectations

Rising expectations mean that students have varying levels of understanding as they grow older and more mature. Behavior expectations for students in primary grades may be different than what is expected as students become older and eventually enter Grade 9. Such differences in maturity levels will be reflected in both expectations and consequences for conduct.

Students With Special Needs

The application of this code of conduct will not discriminate against a student who can not meet a behavioural expectation because of a disability. Some students with certain types of special needs are unable to understand conduct expectations or rationally control their conduct. Differences resulting from such disabilities will be reflected in both expectations and consequences for conduct.

Responding to Minor Infractions

Minor Infractions: Making Mistakes

We live in a human environment and face a diverse set of needs daily. Our job when we are together is to treat each other in a way that respects the needs of others and reflects our social contract.

None of us are perfect. We all make mistakes.

As we go through our days, there may be times when we interfere with the needs of others as we try to meet our own needs. We call these actions mistakes. When we make a mistake and infringe on the needs of others, our job is to “fix up” the mistake. “Fixing up” the mistake means to do something for the person that we hurt so that they feel okay again. Often, that involves making a restitution - saying or doing something that will make the person who was hurt feel okay once again.

Students are expected to learn from their mistakes and not repeat the behavior.

Ideally, when we hurt others in some way, we should be able to recognize that and “fix up” the mistake on our own. But that doesn’t always happen. When a person does not fix up the mistake by themselves, a teacher or supervisor may need to help.

Some ways teachers may respond to minor infractions follow.

Teacher Response to Minor Infractions

Mistakes are learning opportunities. When students make a behavioral choice that infringes on the needs of others, teachers will help those students learn from their mistakes, find ways to make amends with the person they hurt, and make a plan to do better.

Teachers may respond to minor infractions in several ways including the following:

- discussion
- problem solving
- helping with a restitution
- using the Reflection Sheet
- providing an alternate work space
- utilizing a “cool down” space or the Sensory Room
- in-class consequences (loss of privilege, community service, etc.)
- suspending a student of one class period

Depending on the severity and frequency of the behavior, parents will be notified.

If a minor infraction is repeated often, the infraction may become a Bottom Line Behavior and the student can be referred to school administration.

Expected Behavior

Identifying all possible infractions in a human environment such as our school is a difficult task and would take up many pages. The next few pages, therefore, identify **examples of acceptable and examples of unacceptable behavior in relation to our code of conduct**. These examples can be used to further discussion of expectations in the classroom.

The list of the following examples was generated by the students, staff, and parents of New Horizons School.

Examples of Expected Behavior

Our School Is a Place of Learning

Below are some examples of how we can support learning and some examples of how we can interfere with learning.

We can make a school a place of learning by:

- working diligently and to the best of our abilities
- behaving in ways that supports a positive learning environment for oneself and others
- keeping learning and playing environments such as classrooms and playgrounds tidy for others who use the space
- listening to instructions
- encouraging others
- helping others
- turning off cell phones and other electronic devices that can disrupt learning while in school

We interfere with the learning in our school by:

- behaving in ways that disrupts the teaching and learning • being unnecessarily absent or late
- not cleaning up messes that are made in the learning environment • using learning time in inappropriate ways
- putting in minimal effort into learning activities and assessments • plagiarism and copying from others
- giving all the answers

Our School Is a Place Where We Treat Each Other With Respect

Below are some examples of how we can show respect and some examples of how we show disrespect.

We can show respect by:

- avoiding abusive and offensive language such as put downs, racist comments, sexist comments, and swearing
- adhering to the [Dress Code](#)

- responding to instructions given from teachers, assistants, supervisors, and others who are working or volunteering at the school.
- resolving conflicts without hurting others
- seeking permission before touching someone's personal property, or the school's property including plants
- working with people you both like and don't like
- listening to what others have to say
- speaking in a tone of voice that invites discussion

We show disrespect by:

- habitually neglecting to do one's duty
- saying or doing things that make others feel uncomfortable or hurt • not obeying those with authority (school staff and supervisors)
- misusing school equipment and property
- laughing at the misfortune of others
- making fun of others when they have a comment or ask a question
- using an unfriendly tone of voice
- not tattling

Our School Is a Place Where We Treat Each Other With Honesty

Below are some examples of how we can show honesty and some examples of how we show dishonesty.

We can show honesty by:

- being responsible for our actions
- knowing that it's ok to make a mistake and trying to "fix things up" • telling the truth when problem solving
- informing a school staff in a timely manner of incidents of bullying, harassment or intimidation
- avoiding blaming others for our mistakes
- telling the whole truth
- being true to what you say

We can show dishonesty by:

- withholding important information when solving conflicts • making up stories that are different than the truth when problem solving
- not taking responsibility for our actions
- falsely accusing others
- spreading false information
- exaggerating
- "setting others up"

Our School Is a Place Where We Work and Play in a Way That Is Fair

Below are some examples of how we can behave fairly.

We can act fairly by:

- “playing by the rules” or in “the spirit of the game”
- sharing when resources are lacking
- taking turns
- including others in games and activities
- congratulating others when they succeed

We can act unfairly by

- cheating
- always insisting on being first
- not letting others be a part of the group (excluding others)

Our School is a Place Where We Work and Play in a Way that is Safe

Below are some examples of how we can create a safe environment and examples of how we can create an unsafe environment.

We can create a safe environment by:

- using all equipment in a safe manner
- solving conflicts in a way that does not hurt others
- wearing shoes at all times
- being a positive role model
- being gentle in PE

We can create an unsafe environment by:

- throwing things
- running in the halls
- pushing, hitting, and kicking others
- emotionally hurting others with put downs, racist comments, sexist comments, swearing, and threats
- bullying
- roughhousing
- picking on one person
- teasing and name-calling