



Bentley School

School Code of Conduct

Statement of Purpose

At Bentley School we value a positive and responsive learning environment that optimizes student learning and success. Bentley School is committed to providing an environment free from bullying, harassment, discrimination and violence. With the combined responsibility of all of the school's stakeholders; school trustees, school staff, students, parents, and community partners, a safe, caring, respectful and inclusive learning environment is possible to achieve.

The *School Code of Conduct* is intended to establish and maintain an appropriate balance between individual and collective rights, freedoms, and responsibilities in the school community. Our purpose is to promote student learning, growth and understanding as well as ensure that students possess a strong connection to their schools as welcoming, caring, respectful and safe places focused on their individual success. This *School Code of Conduct* will be reviewed annually and publicly available on the school's website.

School Mission/Motto:

Bentley School is a partnership where respect, integrity and dedication are emphasized to promote excellence

PRIDE - Partnership, Respect, Integrity, Dedication & Excellence

At Bentley School, we believe that by providing a positive and supportive learning environment, our students can achieve academic, personal, and social growth. We invite you to visit our school and experience the positive culture and excellent learning environments we have created!



Statement Regarding the Alberta Human Rights Act (AHRA)

In accordance with Wolf Creek Board Policy 19 all schools within Wolf Creek School Division No. 72, an attitude of respect for each other is fostered and nurtured amongst all members of the broadly based school community and members of the general public who may attend at schools, or school supported or sponsored functions. Acceptable behaviors must be consistent with the avoidance of discrimination, as discrimination is defined by the Alberta Human Rights Act. AHRA prohibits discrimination on the basis of an individual's race, religious beliefs, color, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or class of persons. Discrimination or bullying of any form, including but not limited to the use of electronic media, at any school or school supported or sponsored functions is not acceptable.

Responsibilities of Students, Parents and Staff

Student Conduct Expectations:

The *School Code of Conduct* establishes expectations, interventions and possible consequences for student behavior. Students will be held accountable for unacceptable behavior and conduct that occurs both inside and outside of the school building or school day, if the conduct negatively affects a member of the school or interferes with the school environment. Behavior may include use of electronic means (e.g. social media).

Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. Students are valued and contributing members of their school community and accept the responsibility for their behavior while at school, at school sponsored activities, or while engaging in other non-school activities that have a direct influence on maintaining a welcoming, caring, respectful, and safe learning environment in the school. While school staff are not able to control what students do outside of school, when the behavior has an impact on the school environment, there may be consequences or interventions for inappropriate behavior. Students shall comply with the *School Code of Conduct* and the requirements of Part 3, Division 1, Section 31 of the *Education Act* as outlined below:



Acceptable Behavior:

In accordance with Part 3, Division 1, Section 31 of the Education Act and the School Code of Conduct, a student, as a partner in education, has the responsibility to:

- attend school regularly and punctually;
- be ready to learn, and actively engage in, and diligently pursue your education;
- 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,
- respect the rights of others in the school,
- refrain from, report and not tolerate bullying or bullying behavior directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means,
- comply with the rules of the school and the policies of the board,
- cooperate with everyone authorized by the board to provide education programs and other services,
- be accountable to your teachers and other school staff for the student's conduct, and
- positively contribute to the student's school and community.

Unacceptable Behavior:

Minor Offenses will be “mediated” by a staff member with the student(s).

Violation of the following will be considered a Minor Offense:

- Follow the directions of staff
- Demonstrate respect for others
- Remain at your desk during instruction (& not bother others)
- Use appropriate verbal and nonverbal language

Consequences for Minor Offenses:

1. Reminder

- Unacceptable behavior will be identified—choice of behaving or moving to Step 2 will be given.

2. In-Class Time Out (5-15 minutes)

- Or to period end—choice of behaving or moving to Step 3.

3. Out –Of-Class Time Out (15-20 minutes)

- In hall or “time out area” - choice of behaving or moving to Step 4
- Completion of think paper/verbal agreement to behave



4. In-School Suspension (Min. 1 hour/Max. 1/2 day)

- Misbehavior here will result in visit to the office to meet administration and possibility of moving to the Major Offenses guidelines
- Completion of think paper/verbal agreement to behave
- If student repeats past Step 3, move to Major Offenses

Parents are notified by Teacher/Admin at Step 4. Parent Meeting if moved to Major Offences guidelines.

Major Offenses may include:

- when a pupil is guilty of open opposition to authority
- when a pupil is guilty of willful disobedience
- for habitual neglect of duty
- for the use of improper or profane language
- other conduct injurious to the moral tone or well-being of the school.
- ongoing behaviors that interfere with the learning of others and/or the school environment or that create unsafe conditions;
- acts of bullying, harassment, or intimidation/discrimination;
- acts of violence, physical aggression or threatening behavior;
- retribution against any person in the school who has intervened to prevent or report bullying, harassment, or stop an incident that might cause harm to others;
- illegal activity such as: possession or use of weapons; possession or use of alcohol, drugs or other forms of intoxicants; possession or use of tobacco or tobacco products
- theft or damage of property.

Consequences for Major Offenses:

1. In-School Suspension (1-2 Days)

- Administration review/counseling offered/verbal or written agreement to behave
- If student repeats, move to Step 2

2. Out-Of-School Suspension (1-2 Days)

- Administration review/counseling offered/verbal or written agreement to behave
- Meeting with students & parent (s) before reinstatement
- If student repeats, move to Step 3

3. Out-Of-School Suspension (3-5 Days)

- Administration review/counseling offered/verbal or written agreement to behave
- Meeting with students & parent (s) before reinstatement

- If student repeats, move to Step 4

4. Indefinite Suspension

- Refer to Board of Education with recommendation for expulsion



PARENTS ARE NOTIFIED AT EVERY STEP

Major Offenses may result in the suspension and/or expulsion of students as per section 36 of the Education Act which states:

36 (1) A teacher or a principal may suspend a student in accordance with subsection (2) or (3) if in the opinion of the teacher or principal

- a) the student has failed to comply with section 31,
- b) the student has failed to comply with the code of conduct established under section 33(2),
- c) the student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school, or
- d) the student has distributed an intimate image of another person in the circumstances described in section 1(1.1).

2) A teacher may suspend a student from one class period.

3) A principal may suspend a student

- a) from school,
- b) from one or more class periods or courses,
- c) from transportation provided under section 59, or
- d) from any school-related activity.

4) When a student is suspended under subsection (3), the principal shall

- a) immediately inform the student's parent of the suspension,
- b) report in writing to the student's parent all the circumstances respecting the suspension, and
- c) provide an opportunity to meet with the student's parent, and the student if the student is 16 years of age or older, to discuss the suspension.

5) A suspension may not exceed 5 school days, except in accordance with a recommendation for expulsion made by the principal under section 37.

Consequences of unacceptable behavior will take into account the student's age, maturity and/ or individual circumstances. Support will be provided for any students who are impacted by inappropriate behavior as well as for students who engage in inappropriate behavior. Although the code of conduct will address issues such as consequences for unacceptable behavior, the primary focus of the *School Code of Conduct* is to help students learn how to communicate effectively, resolve conflict, tolerance, understanding, develop empathy and become positive citizens both within and outside of the school community.

School Supports and Interventions

The basic goal of any discipline at Bentley School is to develop and promote the growth of student self-discipline and to encourage and reinforce appropriate behavior. We believe that the



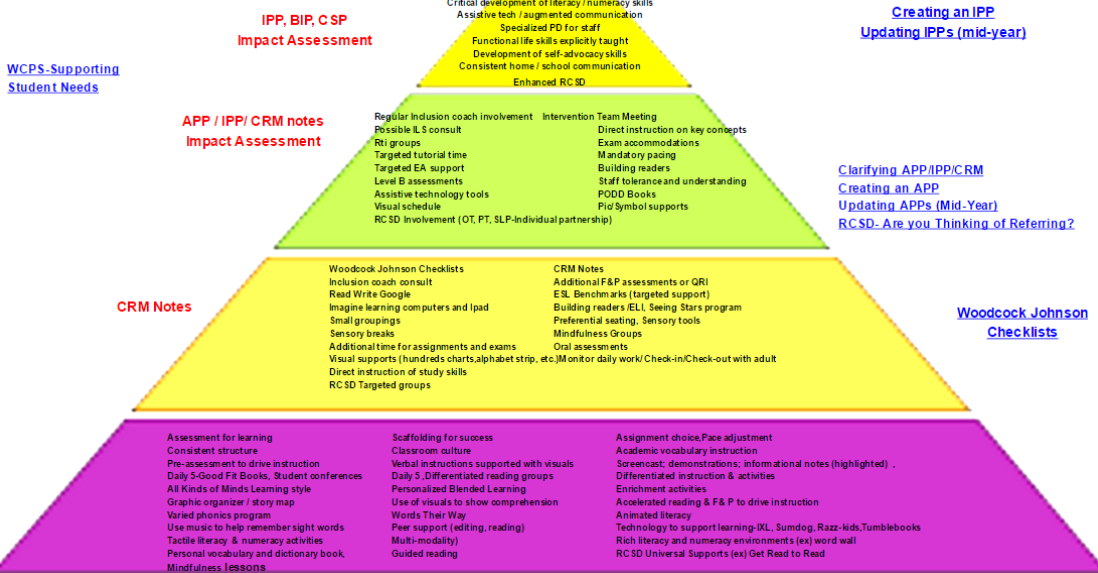
responsibility for appropriate student behavior in our school is shared by the students, staff and parents

- **Students** have the responsibility to respect the rights and dignity of others and be actively and productively involved in their own academic learning and social growth.
- **Staff** are responsible for establishing a positive school climate in which structure, support and encouragement are provided to assist the student in developing a sense of self-discipline and responsibility while making a positive contribution to society.
- **Parents** are responsible for establishing a positive learning atmosphere in the home, knowing and supporting school policies/procedures and encouraging their children to understand and respect them.
- Using proactive and preventative approaches to reduce the occurrence of unacceptable behavior and maintain environments that are welcoming, caring, respectful, safe and are conducive to teaching and learning.
- When responding to unacceptable behavior, first consideration will be given to the safety and security of students, staff, and other members of the school community;
- Students feel safe, important and trusted and have the opportunity to develop, assume and maintain responsibility and self-motivation;
- There is a joint effort to learn and a feeling of mutual respect among staff, students and parents;
- Appropriate behavior is consistently encouraged and reinforced, thus increasing social emotional competencies including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making;
- On-going and timely communication exists between staff and parents to encourage and provide the opportunity for active and constructive parental involvement in the education of their children.

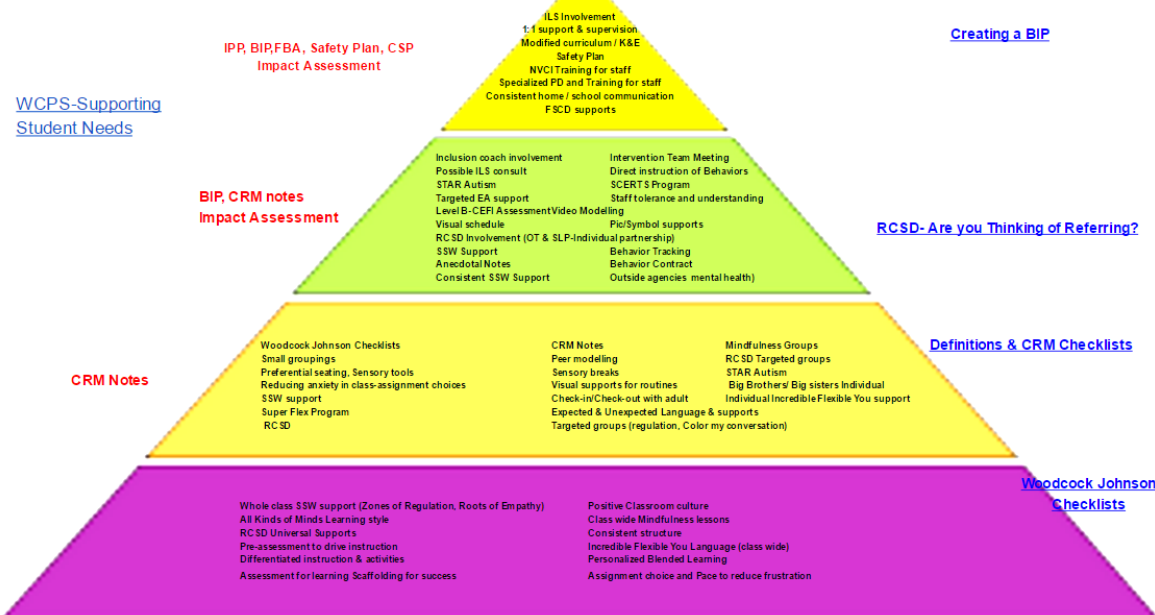
A pyramid of supports addresses how Bentley School creates a safe and caring environment and positive school climate in which structure, support and encouragement is provided to assist the student in understanding the importance of education, and developing a sense of self-discipline and responsibility while making a positive contribution to society.



Literacy & Numeracy Pyramid of Interventions



Behavior Pyramid of Interventions





Parent(s)/Guardian(s) Conduct Expectations:

Parent(s) and guardian(s) are partners with respect to their child(ren)'s education. Part 3, Division 1, Section 31 of the Education Act states a parent has the prior right to choose the kind of education that shall be provided to the parent's child, and as a partner in education, has the responsibility to:

- a) act as the primary guide and decision-maker with respect to the child's education,
- b) take an active role in the child's educational success, including assisting the child in complying with section 31,
- c) ensure that the child attends school regularly,
- d) ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
- e) co-operate and collaborate with school staff to support the delivery of supports and services to the child,
- f) encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and
- g) engage in the child's school community.

Staff Conduct Expectations:

Staff members are partners in the education of the students. WCPS staff have various codes of conduct that they must comply with that stipulate standards of professional practice expected to be demonstrated by teachers and support staff.

Definitions that Pertain to the School Code of Conduct

Bullying: According to Alberta Education bullying is a repeated and hostile or demeaning behavior 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.

Bullying behaviors are a form of aggression and can be:

- Physical – For example: poking, elbowing, hitting
- Verbal – For example: name calling, insults, racist, sexist or homophobic comments, put-downs or threats
- Social – For example: gossiping, spreading rumors, excluding someone from the group, isolating, ganging up



- Cyber – For example: social or verbal bullying through the use of email, text messages or social media.

Discrimination: The denial of individual rights and freedoms in a manner which contravenes the *Canadian Charter of Rights and Freedoms* and/or the *Alberta Human Rights Act (AHRA)* (2023). Discrimination on the basis of race, religious beliefs, color, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or class of persons is prohibited.

Harassment: Harassment occurs when someone is subjected to unwelcome verbal or physical conduct. Harassment is a form of discrimination that is prohibited in Alberta under the Alberta Human Rights Act when it is based on one or more of the following grounds: race, religious beliefs, color, gender, physical or mental disability, age, ancestry, place of origin, marital status, source of income, family status, sexual orientation.

Respect: To show regard or consideration for others.

Responsibilities of Wolf Creek Public Schools

Wolf Creek Public Schools has the responsibility to ensure the safety and well-being of all school stakeholders by adhering to the:

- [Alberta Education Act](#)
- [Alberta Human Rights Act](#)
- Wolf Creek Public Schools Administrative Procedures
 - [Administrative Procedure 167: Protocols for Schools Dealing With Threat and Risk Assessment](#)
 - [Administrative Procedure 175 - Safe and Caring Schools](#)
 - [Administrative Procedure 176 - Sexual Orientation and Gender Identity](#)



References

Alberta Education Act (April, 2023)

Alberta Human Rights Act (2023)

Alberta Human Rights Commission (2017)

Bully Prevention for Educators