

## POLICY ABS-6: SAFE AND CARING SCHOOLS & STUDENT CODE OF CONDUCT

### ABS-6.1: RATIONALE

The Alberta Ballet has the responsibility to ensure that each student enrolled in Alberta Ballet School and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

### ABS 6.2: DEFINITIONS

- **Bullying:** means the repeated and hostile or demeaning behaviour by an individual in the school community or work environment where the behaviour is intended to cause harm, fear, or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation.

Bullying can take different forms including:

- Physical – pushing, hitting
  - Verbal – name calling, threats
  - Social/Relational – exclusion, rumours
  - Cyber/Digital – using digital technology to harass, demean, or threaten
- **Discrimination:** means an action or a decision that treats a person or a group of people negatively for reasons such as race, religious beliefs, colour, gender, gender identity, gender expressions, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation. These provisions are identified in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*.
- **Diversity:** means the full range of uniqueness within humanity. Dimensions of diversity include but are not limited to those identified in the Discrimination definition as well as the following:
  - Cultural and linguistic diversity
    - Family composition
    - Gender identity/expression
    - Sexual orientation
    - Language
    - Physical attributes
    - Socio-economic status
- **Harassment:** means any behaviour or pattern of repeated behaviour that disparages, humiliates, or harms another person, or denies an individual's dignity and respect and is demeaning or humiliating to another person.
- **Welcoming, caring, respectful and safe learning environments,** are environments where:

- healthy and respectful relationships are fostered and cherished
- students feel that adults care for them as a group and as individuals
- positive mental health is required
- values, rights, and responsibilities are respected and followed
- support is demonstrated through collaboration, high expectations, caring and trust between peers
- diversity is respected, celebrated and recognized as a strength
- expectations are clear, consistent, and regularly communicated throughout the school
- consequences of unacceptable behaviour take into account the student's age, maturity, and individual circumstances
- support is provided for those who are impacted by inappropriate behaviour as well as for those who engage in inappropriate behaviours
- children, youth and adults model positive social-emotional skills
- positive attitudes are encouraged to help students thrive individually or as a whole in their academic and artistic studies

### ABS 6.3: GUIDING PRINCIPLE

At Alberta Ballet School, we believe that students achieve their best in a welcoming, caring, respectful and safe learning environment. We uphold the principle of respect: valuing all members of the school community, respecting and understanding different points of view and beliefs, and supporting each other's success and wellness. We respect and celebrate diversity and do not tolerate bullying, harassment or discrimination.

### ABS 6.4: POLICY

#### 6.4.1 – REQUESTED ACTIVITY

If one or more students attending a school operated by the Board request a staff member employed by the Board for support to establish a voluntary student organization, or to lead an activity (collectively the "Requested Activity") intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the School shall review all requests and approve all Requested Activities that promote at the School a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

After consultation with the principal, the students may select a respectful and inclusive name for the organization. Student organizations and activities approved by the school will be in alignment with the mission, vision, and core values of the school. The school, through the principal, shall approve all content, materials, or external participants for all school clubs, organizations, events, or activities.

The principal shall designate a staff member as the staff liaison for the Requested Activity. The principal shall immediately inform the board and the Minister if no staff member is available, and if informed, the Minister shall appoint a responsible adult to work with the students in organizing the Requested Activity.

## 6.4.2 STUDENT CODE OF CONDUCT

This Code of Conduct is written in the context of the Alberta Human Rights Act and Alberta's Education Act. As legislatively mandated by section 33(3) of the Education Act, as amended from time to time, the Code of Conduct herein set out has the following purpose:

At Alberta Ballet School, we believe that students achieve their best in a welcoming, caring, respectful and safe learning environment. This means an environment that is physically, emotionally, and psychologically safe and that is free from discrimination, bullying and harassment. Each student enrolled in the school and each staff member employed by the school is to be embraced by an environment that respects diversity and fosters a sense of belonging. The Code of Conduct ensures that each member of the school community has clear guidance on how to create an environment conducive to achieving their fullest potential.

In order to ensure that students conduct themselves in an appropriate manner at all times, the students attending the School shall be subject to this Code of Conduct.

Students shall conduct themselves so as to reasonably comply with the following Code of Conduct:

- i. be diligent in pursuing their academic and artistic studies;
- ii. attend school regularly and punctually;
- iii. co-operate fully with everyone authorized by Alberta Ballet to provide education programs and other services;
- iv. comply with school rules;
- v. be accountable to their teachers for their conduct;
- vi. respect others;
- vii. be kind, cooperative and polite to teachers and classmates;
- viii. respect property of the school and other facilities;
- ix. contribute positively to the environment and culture of the School;
- x. be responsible and respectful when representing the School;
- xi. follow the dress code;
- xii. use social media in a responsible way;
- xiii. refrain from, report and not tolerate bullying or bullying behaviour directed to others in the school, whether or not it occurs within the school building, during the school day, or by electronic means.

Unacceptable student behaviours (whether or not it occurs in the school, during the school day, or by electronic means) include, but are not limited to

- i. bullying, harassing, or intimidating others to their face, behind their back or on social media;
- ii. negative comments to or about someone's dancing, their appearance, their race, gender, grades/marks, gender identity, or sexual orientation;
- iii. ignoring or excluding others;
- iv. interfering with the learning of others;
- v. poorly representing the school in any way;
- vi. physical harm or assault upon others;
- vii. hazing;
- viii. not following the dress code;
- ix. disrespecting teachers and classmates;
- x. retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concern;

- xi. illegal activity such as possession, use or distribution of illegal or restricted substances (including drugs, alcohol, vaping devices, and cigarettes), possession or use of weapons, theft, or damage to property.

Unacceptable behaviour may be grounds for disciplinary action and provides the student with an opportunity for critical learning and reflection in the areas of personal accountability and responsibility, the development of empathy, as well as communication, conflict resolution, and social skills development.

In the assessment of the potential consequences of unacceptable behaviour, the School shall also consider a student's age, maturity, individual circumstances, and frequency of the misconduct. In addition, the specific circumstances of the situation and of the student must be taken into account when determining appropriate responses to unacceptable behaviour.

When a student engages in unacceptable behaviour, consequences may include, but are not limited to:

- i. temporary assignment of a student to an alternate supervised area within the school;
- ii. short term removal of privileges;
- iii. interventions such as positive behaviour supports, contracts, counselling, restorative practices;
- iv. replacement or reimbursement for loss of or damage to property;
- v. in-school or out-of-school suspension;
- vi. expulsion

The School must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.

This Code of Conduct shall be made publicly available in the PD Student Handbook and shall be provided to all staff, students, and parents.

This Code of Conduct shall be reviewed each school year.

## Legal Reference

- Teaching Quality Standard
- Leadership Quality Standard
- *Education Act*, Sections 2, 16, 33(1)(d), 33(2), 35.1
- *Private Schools Regulation* Section 13(4)
- *Alberta Human Rights Act*;
- *Canadian Charter of Rights and Freedoms*

Approval	April 1, 2018
Next Review	November 2026
Revision/Review Dates	November 2023