Sustaining a Safe and Caring Learning Environment

As part of our Division's mission, "to learn, live fully, and serve others," Legal School strives to build a safe and caring culture through the example of Jesus Christ. We believe that every member of our school community will foster dignity, respect and service through their actions. Every individual is entitled to be treated with dignity and respect. Teachers use effective teaching strategies and classroom management skills to minimize off-task behaviour and to engage students in their learning. Where required, teachers and/or administration will notify parents and implement strategies to address concerns or inappropriate actions. A school-wide approach to positive behaviour supports effectively promotes a safe, respectful, and predictable learning and teaching environment.

The school will establish a culture of respect for the God-given dignity of all who participate within it and pursue everyone's common good, as we build a community of faith, hope, and love through the example of Jesus Christ.

Definitions:

1. Harassment refers to derogatory (e.g., excessively critical, insulting, belittling) or vexatious (e.g., aggressive, angry, antagonistic) conduct or comments that are known or ought reasonably to be known to be offensive or unwelcome. Harassment includes, but is not limited to, the following:
   a) any objectionable comment, act, or display that demeans, belittles, or causes personal humiliation or embarrassment, and any act of intimidation or threat;
   b) conduct or comments involving any of the prohibited grounds of harassment and discrimination as defined in the *Alberta Human Rights Act*.

   Any form of harassment may be caused by a single incident or a series of events.

2. Sexual Harassment includes comments, gestures or physical conduct of a sexual nature where an individual knows or ought reasonably to know that the behaviour is unwelcome and personally offensive. Sexual harassment includes, but is not limited to:
   a) inappropriate or derogatory comments, humour, insults or behaviour based on gender and/or gender expression, gender identity;
   b) inappropriate, lewd, or sexually offensive written, graphic or behavioural displays on school board property;
   c) inappropriate, lewd, or sexually offensive slogans or graphics displayed on clothing

worn on school board property or during school-related activities;
d) inappropriate conversation, physical touching, or leering that could be construed to be a sexual advance;
e) inappropriate conversation regarding an individual's sexual behaviour;
f) unsolicited and/or unwanted requests to engage in sexual activity;
g) reprisal or threat of reprisal against an individual for rejecting a sexual solicitation or advance.

3. Bullying refers to repeated and hostile or demeaning behaviour by an individual where the behaviour is intended to cause harm, fear or distress to another individual in the school community, including psychological harm or harm to the individual's reputation. Bullying often occurs in circumstances where one party endeavors to maintain power and control over another based upon systemic inequalities within a social setting.

Harassment and Bullying Codes of Conduct

The school division does not support Harassment and Bullying in any of its schools and / or sites or at all. To this end, the Greater St. Albert Catholic School Division has implemented (and revised) the following Administrative Procedures which will serve as the basis for addressing matters pertaining to Harassment and Bullying:

a) Student Discipline Framework, Administrative Procedure 350
b) Harassment Administrative Procedure 460 (Employees)
c) Harassment Administrative Procedure 358 (Division Students)
d) Safe and Caring Learning Environments Administrative Procedure 359
e) Code of Conduct Review to Address Bullying Behaviour Administrative Procedure 360
f) Accommodating and Respecting Gender Identity and Expression Administrative Procedure 361
g) Revised Use of Technology Administrative Procedure 140
h) Revised Social Media Administrative Procedure 149

Expectations

1. No action toward another student, regardless of the intent of that action, will or is intended to cause harm, fear, or distress to that student.

2. No action toward another student within the school community will or intend to diminish the student's reputation within the school community.

3. Any action that contributes to a perception of Bullying, whether it occurs during school time, or after school hours, or whether by electronic or other means, will be addressed by the school if it is determined that the actions impact the well-being of the alleged victim within the school community.

4. Any action that humiliates or contributes to diminishing the reputation of a student because of race, religious beliefs, colour, gender identification, gender expression, physical disability, mental disability, ancestry, age, place of origin, marital status of parents, source of income of parents, family circumstances, or gender expression, or gender identity of a student.

5. No report by a student that he / or she is being "harassed" or "bullied" will be ignored by a school official. The official will report the incident to the school principal who shall investigate the matter and act in accordance with Harassment Administrative Procedure 358 (Students) as required.

6. In establishing consequences for bullying, teachers and principals will use corrective interventions that consider the context of the circumstance, the behavioural history of the students involved, and the age / stage of development of the student.

7. If in the opinion of the teacher or principal an act of Bullying has occurred, interventions will be applied dedicated to stopping the behaviour in the future, and supporting the victimized student. Those disciplined for their involvement in bullying will be communicated what to "stop" doing, and "start" doing in order to further a safe and caring culture within the school.

8. Incidences of Bullying that adversely impact the safety of individuals or are an affront to the common good of the school community may be addressed through application of applicable administrative procedures and practices, including Harassment Administrative Procedures 358 (Division Students) and 460 (Employees).

9. Students will not be discriminated against according to the application that the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms has to the School Board as a Catholic Separate School Division.

10. All actions by students that impact the safety and well-being of students or staff will be addressed through the Student Discipline Framework AP 350 and the Harassment AP 358 (Division Students) as appropriate.

11. The expectation for students in all their school-related interactions that pertain to the School Division is that they:
    a) conduct themselves in a manner which upholds the dignity and worth of all members of the school community;
    b) be aware of and adhere to their school's code of conduct; and
    c) be aware that these expectations form the school's and division's standards for creating a safe and caring school.

12. Appropriate interventions and supports will be provided to the student who has engaged in wrongdoing to ensure that the student establishes productive, positive behaviors in the future.

Legal School Code of Conduct for Students to support these expectations is as follows:

At Legal School:

1. Students are expected to respect and respond to the request of another student about how they would like to be treated.

2. Students have a responsibility to treat others in our school community so that they will be fully accepted and valued.

3. Justification by the instigator of harmful behavior to others (i.e. I was just joking) does not justify harmful behavior to others.

4. Behaviors that are harmful to others, or result in marginalizing others (ie: a student feeling unimportant or powerless), or include students negatively commenting towards others because of who they are, where they have come from, who they like and associate with, and where they live, are considered to be acts of bullying.

5. Students have a responsibility to report to an adult within the school any act that is known to be planned, is about to take place, or has happened by a student or students that would create harm to others.

6. All reported instances of harassment and/or bullying will be taken seriously and dealt with in a timely and sensitive manner by staff.

7. There will be age appropriate consequences for incidences of bullying and/or harassment.

8. Staff will work with both the bully and the victim to develop strategies to prevent future incidents.

This code will be reviewed for its effectiveness in meeting Division expectations annually.

Please note that Section 32 of the *Education Act,* specifies the following reminder for parents:

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.

Legal School values your participation within our school community to support the safety, well-being, and success of all our students.