



Welcoming, Caring, Respectful and Safe Learning Environments Policy 5.0

This policy is applicable to all Third Academy students, parent clients, volunteers, employees, contractors, directors, and the Executive Director.

DOCUMENT CONTROL

Managed by: Sunil Mattu	Responsible position: Executive Director	Version: 7
Approved by the Board of Directors: Linda McKay-Panos, Chair	Date approved: 19 February 2020	Next review date: January 2021

REVISION RECORD

Date	Version	Revision description
05 Feb 2013	2	Replaces Safe & Caring School Environments Policy 1999
18 Feb 2015	3	Replaces Safe & Secure School Environments Policy 2013
3 Feb 2016	4	Replaces Safe & Secure Learning and Working Environments Policy 2015
29 May 2018	5	Replaces Welcoming, Caring, Respectful and Safe Teaching and Learning Environments Policy 2016
29 Jan 2020	6	Replaces Welcoming, Caring, Respectful and Safe Teaching and Learning Environments Policy 2018
19 Feb 2020	7	Replaces Welcoming, Caring, Respectful and Safe Teaching and Learning Environments Policy 2020

1. TITLE

Welcoming, Caring, Respectful and Safe Learning Environments

2. PURPOSE

Consistent with the Vision, Mission, and Values of its school communities, Third Academy International Ltd. is committed to a welcoming, caring, respectful, and safe learning environment.

All students and staff have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is guaranteed under the:

- *Canadian Charter of Rights and Freedoms 1982*
- *Alberta Human Rights Act 2000* including the right not to be discriminated against by reason of race, national origin, colour, religion, gender, gender identity or gender expression. Legislation also provides as a fundamental right the “right of parents to make informed decisions respecting the education of their children”
- *Education Act, Section 35.1* where it states; “*For the purposes of subsection (1), an organization or activity includes an organization or activity that promotes equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.*”

Emphasis in achieving welcoming, caring, respectful, and safe learning environments is to be placed on measures which foster an environment that is conducive to teaching and learning within each school context. As a part of this emphasis, stress is to be placed upon meeting the individual needs of students and creating the most enabling school community with the use of appropriate interventions.

Third Academy International Ltd. will take appropriate action in responding to behaviour which causes or threatens harm to persons or property. Students who are responsible for serious misconduct of this kind may face progressive discipline, suspension, and expulsion. Students should share in the responsibility for maintaining a welcoming, caring, respectful, and safe learning environment.

3. DEFINITIONS

Term	Meaning
Bullying	repeated and hostile or demeaning behaviour by an individual in the school community 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.

Cyber-bullying	Bullying by electronic means
Parent	as defined in <i>Education Act</i> 2012 (2)
Student Organizations or Activities	<p>Support for Student Organizations <i>Education Act</i> s35.1</p> <p>35.1 (1) if one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an 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</p> <p>(a) immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and</p> <p>(b) subject to subsection (4), within a reasonable time from the date that the Principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.</p> <p>(2) For the purpose of subsection (1), an organization or activity includes an organization or activity that promotes equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status, or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, antiracism clubs and anti-bullying clubs.</p> <p>(3) The students may select a respectful and inclusive name for the organization or activity, including the name "gay-straight alliance" or "queer-straight alliance", after consulting with the Principal</p> <p>(4) The Principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.</p> <p>(5) If a staff member indicates to a principal a willingness to act as a staff liaison under subsection (1),</p> <p>(a) a principal shall not inform a board or the Minister under subsection (4) that no staff member is available to serve as a staff liaison, and</p> <p>(b) that staff member shall be deemed to be available to serve as the staff liaison.</p>
Welcoming, Caring, Respectful and Safe Learning Environments	<p>An Environment that affirms the rights of employees and students under the <i>Canadian Charter of Rights and Freedoms</i> and <i>Alberta Human Rights Act</i>, does not discriminate under said Acts, and is physically, emotionally, spiritually supportive, and supports a sense of belonging characterized by:</p> <ol style="list-style-type: none"> i. respect for self and others ii. respect for property iii. respect for law and order iv. respect for democratic values, rights and responsibilities v. respect for diversity including race, national origin, colour, religion, creed, sexual orientation, gender identity or gender expression vi. pedagogically and psychologically appropriate expectations and consequences for behaviour that recognize the unique circumstances of each individual

3. POLICY STATEMENT

Board Responsibility

Third Academy International Ltd. has the responsibility under *Education Act* s33(2) to ensure that each student enrolled in our schools and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning environment that includes establishment of a Student Code of Conduct that addresses bullying behaviour.

The Executive Director and/or Principal have the responsibility to provide Support for Student Organizations or Student Activities intended to promote a welcoming, caring, respectful, and safe learning environments as prescribed under *Education Act* s35.

Student Code of Conduct and Procedures

Goal

It is the policy of Third Academy International Ltd. to establish and maintain a learning environment that is welcoming, caring, respectful, and safe in support of student success through the adoption of a student Code of Conduct that promotes responsibility, respect, civility and personal excellence, and sets clear standards of behaviour for all members of the school community. The goal is to create a positive school climate where all members of the school community feel safe, comfortable and accepted and addresses bullying behaviour.

Student responsibilities

All students will:

- be treated with respect and dignity by all school and board staff
- adhere to section 31 of the *Education Act 2012*
- accept responsibility for their personal actions
- demonstrate respect for self, and others, and for those in authority
- fulfil expected academic obligations
- come to school punctually each day, prepared and willing to learn
- obey the rules of the school, on school buses, and at other sites during school activities
- dress appropriately in accordance with the school's policies regarding appropriate dress
- use respectful language, free from profanity, in person and online
- work cooperatively with staff and other students
- be honest in their academic work (refrain from plagiarism, cheating, etc.)
- use free time responsibly
- refrain from bringing anything to school that compromises the safety of others.

Standards of Behaviour

Respect, Civility and Responsible Citizenship

All members of the school community must:

- a. respect and comply with all applicable federal, provincial and municipal laws;
- b. demonstrate honesty and integrity
- c. respect differences in people, their ideas and opinions
- d. treat one another with dignity and respect at all times, and especially where there is disagreement
- e. respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, gender identity, sexual orientation, age or disability
- f. respect the rights of others
- g. show proper care and regard for school property and the property of others

- h. take appropriate measures to help those in need;
- i. respect all members of the school community, especially persons who are in a position of authority; and
- j. respect the needs of others to work in an environment that is conducive to learning and teaching.

Student Respect and Responsibility

1. Students must respect:
 - a. school authority, policies, procedures and rules
 - b. others
 - c. differences in ethnicity, race, religion, gender, gender identity and sexual orientation
 - d. school property, community property and property of other persons
2. Students are responsible for:
 - a. school attendance and punctuality
 - b. work habits, assignments and homework
 - c. textbooks and equipment
 - d. complying with the school's Student Code of Student Conduct

Unacceptable Student Behaviour

In this policy, unacceptable student behaviour:

- a. may be grounds for disciplinary action
- b. provides an opportunity for critical learning in the areas of:
 - i. personal accountability and responsibility
 - ii. the development of empathy
 - iii. conflict resolution
 - iv. communication
 - v. social skills development

Unacceptable student behaviour means, that in the opinion of a teacher, Executive Director and/or Principal the student has displayed an attitude of willful and blatant and refusal to:

- a. be diligent in pursuing the student's studies
- b. attend school regularly and punctually
- c. co-operate fully with everyone authorized by the board to provide education programs and other services
- d. comply with the rules of the school
- e. account to the student's teachers for the student's conduct
- f. respect the rights of others
- g. 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
- h. 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
- i. positively contribute to the student's school and community

Examples of unacceptable student behaviour include but are not limited to:

- j. use, possession of, sale, distribution of or active contact with, a weapon on a student's person, in a student's locker or desk, on school board property, or in a vehicle on school board property used by a student or occupied by a student as a passenger
- k. threats
- l. conduct which endangers others
- m. encouraging conduct which endangers or may endanger others
- n. encouraging unacceptable conduct
- o. use or display of improper, obscene or abusive language
- p. distribution or display of offensive messages or pictures
- q. theft, including identity theft
- r. assault
- s. willful damage to school or others' property
- t. use, possession of, distribution of, or active contact with, or collection of money for illicit drugs, alcohol, or inhalants in school, on school property or in the context of any school-related activity
- u. attending school or any school-related activity under the influence of illicit drugs, alcohol or inhalants
- v. personal or sexual harassment
- w. hazing, initiation activities; the formation or the operation of sororities, fraternities, gangs and secret organizations in violation of this policy;
- x. extortion
- y. disruptive behaviour, willful disobedience or defiance of authority;
- z. interfering with the orderly conduct of classes or the school
- aa. tampering with fire alarms and safety equipment
- bb. criminal activity
- cc. contravention of the school's Student Code of Conduct
- dd. workplace violence
- ee. bullying including cyber-bullying
- ff. using information technology in violation of Technology Use Agreement

Student Code of Conduct

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

- i. be diligent in pursuing their studies
- ii. attend school regularly and punctually
- iii. co-operate fully with everyone authorized by the board to provide education programs and other services
- iv. comply with school rules
- v. be accountable to their teachers for their conduct

- vi. respect the rights of others
- vii. ensure that they contribute positively to the environment and culture of the School
- viii. 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 Behaviour

Students will refrain from, report and not tolerate bullying or bullying behaviour directed towards others in the school, whether or not the behaviour occurs within the school building, during the school day or by electronic means. Bullying behaviours are a form of aggression and can be physical, verbal, social or cyber.

“Bullying” means repeated and hostile or demeaning behaviour by an individual in the school community 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.

The following are examples of unacceptable behaviours and may include but are not limited to:

- behaviours 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 behaviour
- retribution against any person in the school who has intervened to prevent or report bullying or harassment, or to stop an incident that might cause harm to others
- illegal activity, such as possession or use of weapons, possession or use of alcohol, drugs, inhalants or other forms of intoxicants on school property or at any other school related functions (i.e. graduation, field trips)
- theft or damage of property

Activities that may constitute a violation of this Code of Conduct include, but are not limited to, bullying whether in person during the school day or by electronic means, physical harm or assault upon others, harassment, hazing, gang activities, weapons in school, drug and alcohol use, and improper conduct on buses or on field trips.

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. temporary assignment of a student to an alternate learning location
- iii. short term removal of privileges including removal from school-related extra-curricular activities and/or groups
- iv. interventions such as positive behaviour supports, contracts, counselling, restorative practices
- v. replacement or retribution for loss of or damage to property in-school or out-of-school suspension; and/or recommendation for expulsion.

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

The Student Code of Conduct shall be reviewed each school year.

The *Personal Information Protection Act* governs the disclosure of personal information by the Board.

4. LIMITATION

Notwithstanding anything in this Policy, the Executive Director and/or Principal are permitted to develop further procedures as appropriate at the school level.

6. COMMUNICATION

This policy will be posted on the school websites, in hard copy in the office of the Executive Director and/or Principal, and posted in the school.

5. ASSOCIATED DOCUMENTS

Education Act 2012

Private School Regulations 93/2019

Personal Information Protection Act 2003

Canadian Charter of Rights and Freedoms 1982

Alberta Human Rights Act 2000

Child, Youth, and Family Enhancement Act 2000

Children First Act 2013

Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions 2016

Student Discipline Policy 2.9