
BEN CALF ROBE/ST. CLARE CONDUCT POLICY 2026-2027

1. Purpose

Students are expected to conduct themselves in a manner that safeguards and contributes to a safe and caring environment that fosters and maintains respectful and responsible behaviours.

Our conduct policy aligns with the Education Act. It is reviewed and adjusted annually by staff, the School Advisory Council, and students. It is reviewed with the students at the beginning of the school year. Students can report bullying to any staff member, at any time, through communication of their choice (conversation, meeting, or written note) and know that a staff member will communicate to administration.

2. Alberta Human Rights Act & Canadian Charter of Rights and Freedoms

We affirm that the rights set out in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms are afforded to all students and staff members within Christ the King Elementary/Junior High School. We affirm that pursuant to the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms, students and staff members are protected from discrimination. More specifically, discrimination refers to any conduct that serves to deny or discriminate against any person or class of persons regarding any goods, services, accommodation or facilities that are customarily available to the public, and the denial or discrimination is based on race, religious beliefs, colour, gender, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

3. Parent/Caregiver Responsibilities (Section 32 Education Act)

A parent, as a partner in education, has the responsibility to:

- act as the primary guide and decision-maker with respect to the child's education
- take an active role in the child's education success
- ensure that the child attends school regularly
- co-operate and collaborate with school staff to support the delivery of supports and services to the child
- engage in the child's school community

Within the school community, parents and caregivers are expected to conduct themselves in a manner that supports a safe and caring learning environment through respectful and welcoming behaviours.

4. Student Behavior Expectations

All students at Ben Calf Robe/St. Clare have the right to learn in a safe environment. We build this environment through the application of our 3R's – Respect for Learning, Respect for Self and Others and Respect for Environment. Students need to show respect and care for learning by how they act towards our school, their schoolwork, staff, and other students.

SCHOOL-WIDE BEHAVIOUR EXPECTATIONS IN OUR LEARNING SPACES 2026-2027

Behavior Expectations	Respect Learning	Respect Yourself and Others	Respect Our Environment
All Settings	Give your best effort Be prepared Stay focused	Treat others as you wish to be treated Keep your hands and feet to self Dress appropriately	Keep our school clean Reduce, reuse and recycle Care for our school property
Hallways/ Washrooms	Walk quietly and use a quiet voice Arrive to class on time Keep a clean and tidy locker Always carry hall pass	Use appropriate language and volume Keep hands and feet to self Walk on the right	Wear appropriate footwear Put litter in garbage bins
School Grounds	Have positive interactions with others Treat others as you wish to be treated Remain on school property	Use equipment safely and for its intended purpose Choose safe activities Include everyone	Care for school property and equipment Put litter in garbage bins
Gym	Know and follow expectations of setting Wear appropriate gym attire Participate in every class	Play fair and include everyone Encourage others Have a positive attitude	Refrain from food and drink Properly return and care for equipment

Library/ Learning Commons	Use quiet voice Return books on time Stay focused	Wait quietly for your turn Respect the library workspace	Care for books and equipment Push in chairs
Computer Use in School Space	Know and follow expectations of setting Use computers for educational purposes Stay focused and on task Follow the Proper Use Agreement	Respect teacher's workspace Be patient while waiting for instruction Use equipment only as directed	Care for equipment and materials Clean up after yourself Refrain from food and drink
Field Trips	Listen to and respect presenters and supervisors Attend and participate with a positive learning attitude	Be attentive to presenter Stay with leader/supervisor Be an excellent ambassador of our school	Show regard and respect for the facilities and the environment surrounding them
Assembly	Enter gym in an orderly way Sit with your class Exit gym on signal Exit gym in an orderly way	Listen quietly and watch Use appropriate participation and applause Respect the personal space of others Use appropriate language and volume Keep hands and feet to self Have positive interactions with others	Refrain from food and drink Bring only necessary items
Lunch Room	Enter room in an orderly way Use good table manners Remain seated until dismissed Take only what you will eat	Use appropriate language and volume Keep hands and feet to self Have positive interactions with others	Keep food/drink in cafeteria Care for school property Clean up after yourself Recycle juice boxes
Bus	Be on time for your bus Board bus immediately after leaving the school Follow bus driver's expectations	Remain seated while bus is in motion Use appropriate language and volume Sit appropriately Keep hands and feet inside windows	Place litter in garbage cans Refrain from food and drink
Music Room	Know and follow expectations of setting Participate positively and appropriately Be prepared	Stay focused Perform only when asked Keep hands and feet to self	Use instruments appropriately Treat instruments with care Return equipment to appropriate place
Office	Use a quiet voice Enter office area in a quiet and orderly manner Use office appropriately	Use appropriate language and volume Wait quietly and patiently to be helped	Get permission for office business Refrain from exiting through office doors

Unacceptable Behaviours:

- Engaging in violence of any kind at school and during school related activities
- Coming to school late or missing school without reason
- Defiance towards staff (refusing to do what you are being asked to do)
- Interrupting the learning of others
- Refusing to complete assigned work
- Not using school technology appropriately and according to Acceptable Use policy and School Procedures,
- Not complying with the school cell phone policy, including keeping student cell phones in lockers throughout the day
- Using social media at school or at home to bully, threaten, or put down another student or staff member
- Recording other students on electronic devices and/or sharing recordings
- Unsafe play or behaviour
- Swearing (spoken, written or gestured) or rudeness
- Being in a restricted area or going out of bounds or into unsupervised areas (elopement from classroom or school)
- Littering or vandalism
- Cheating or stealing

Students will assist in the prevention of violence without putting the students' own safety or well-being at risk, by co-operating with school staff and supporting intervention efforts. Students are encouraged to report incidents of concern to school staff.

When Unacceptable Behaviours Occur:

A continuum of supports will be provided for students who are impacted by inappropriate behavior as well as for students who engage in inappropriate behavior. Severe breach of conduct may result in a student being suspended in or out of school in accordance with Section 36 of the Education Act.

We know that there are many things to consider regarding difficult behavior choices including the individual circumstances, frequency of behavior, its intent and the age and maturity of the individual(s) involved. The first course of action is always resolution to the situation through restorative practice (What happened? Who was harmed? How do we begin to heal the harm?). Action taken by the school will therefore be appropriate to the situation as well as the child(ren) involved.

Progressive Discipline:

We follow a policy of Progressive Discipline at BCR. The goal of Progressive Discipline is to give the student multiple opportunities to learn from their mistakes. The steps of Progressive Discipline are:

1. Discussion: Discussion between the student and school staff.
2. Detention: The student will be assigned extra time at recess, noon or to make up for lost learning time. Students must be supervised directly during this time. Students will be supervised during this time.
3. In-School Suspension: Students are placed in a quiet working area to complete assigned work. Students lose access to their lockers, classrooms, breaks or recess and extracurricular privileges during an in-school suspension.
4. Out-of-School Suspension: Suspension from school is allowed by both the Education Act (Section 31) and District Policy but only for a maximum of five days. There will be a meeting to discuss student behaviour with caregivers before student returns to classes. Referral to our school multi-disciplinary team may be made at this time to support the child.

Severe breaches of conduct will result in out-of-school suspension in accordance with Section 31 of the Education Act.

Intentional damage/vandalism and theft are crimes and may be dealt with by the police. The following are illegal activities which may result in police involvement as well as school-based discipline:

- Carrying/using guns, knives, or weapons of any kind
- Carrying/using or providing alcohol
- Carrying/using or providing drugs or harmful substances
- Carrying/using or providing tobacco
- Cyberbullying