

SAFE AND CARING POLICY

Definitions:

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.

References:

This policy references the definition of bullying and section 33. of the Education Act. Section 33 does not specifically apply to private school, however, section 35.1 does as per section 30.

Section 33(1)(d) of the *Education Act* states that the board has the responsibility to ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

Section 33(2) of the *Education Act* states that the board shall establish, implement and maintain a policy respecting the board's obligation under subsection (1)(d) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour.

Section 33(3) of the *Education Act* clarifies that a code of conduct established under subsection (2) must

- be made publicly available,
- be reviewed every year,
- be provided to all staff of the board, students of the board and parents of students of the board

Section 35.1 of the Education Act clarifies support for student organizations and provides information about the following requirements:

- school authorities and principals shall support students who want to establish a student organization;
- school authorities and principals shall support students who want to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging; and
- students may choose an inclusive and respectful name

Background:

All staff and students 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;

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- The Alberta Human Rights Act, including the right not to be discriminated against by reason of race, age, national origin, colour, religion or gender identity or gender expression.
- Legislation also provides for the “right of parents to make informed decisions respecting the education of their children;”

Requirements:

The Phoenix Foundation is an inclusive learning environment, and believes that all staff and students have the right to: a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, as well as a right to:

- be treated fairly, equitably, and with dignity and respect;
 - have their confidentiality protected and respected;
 - self-identification and determination;
 - freedom of conscience, expression, and association;
 - have equitable access to supports, services, and protections;
 - have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying, and/or violence;
1. Phoenix will actively promote and encourage a welcoming, caring, respectful and safe learning environment for all staff, students and families.
 2. Phoenix will make sure that all staff and students are familiar with the school handbook and codes of conduct.
 3. Staff will ensure that all discriminatory behaviours and complaints are taken seriously, documented and dealt within a fair, respectful and timely manner.
 4. Phoenix administration will assist students in reporting acts of bullying to the proper authority.
 5. Guidelines for the establishment of student organizations can be found in the school handbook.
 6. Phoenix administration will actively support student organizations in accordance with section 35.1 of the current Act.
 7. Information collected by Phoenix will adhere to the appropriate sections of FOIP and PIPA where appropriate

Date Reviewed: February 1, 2018, May 21, 2021, April 7, 2022, April 5, 2023