ONSLOW ELEMENTARY SCHOOL
850 CLARENDON STREET QUYON, QUEBEC J0X 2V0
TEL: 819 458-2375

Code of Conduct 2026-2027

Purpose & Principles

Onslow Elementary School provides students with equal learning opportunities and supports children's natural love of learning. This Code of Conduct was created in consultation with various stakeholders in the community and incorporates the requirements of the Québec Ministry of Education (Education Act; Regulation respecting the rules of conduct in elementary and secondary schools). It establishes clear expectations to ensure a safe, respectful, healthy, and inclusive school community. Our guiding principles are Respect, Integrity, Collaboration, and Accountability.

Scope

This Code applies to students, staff, parents/guardians, and visitors when on school property, on school buses, at school-sponsored activities, and in digital spaces connected to school life.

Civility Requirements (Ministry of Education, in force January 1, 2026)

All students are expected to:

1. Respect the authority of school staff and the rules of the school, including classroom rules.
2. Act and communicate with students and staff in a respectful, courteous, and polite manner at all times and across all communication methods.
3. Refrain from intimidation or violence.
4. Use a formal form of address when speaking to school staff.
5. Use the title ‘madam’ or ‘sir’ when addressing school staff (e.g., Ms./Mrs./Miss or Mr.).
6. Respect the reputation and privacy of students and staff, including obtaining consent (and, where applicable, parental or tutor consent) before capturing images or recording voices, and use social media appropriately.
7. Be diligent and punctual, respecting schedules and deadlines.
8. Take good care of school materials, infrastructure, and equipment.
9. Comply with the school dress code.

Rights & Responsibilities

All members of the Onslow community have the right to a learning environment that is respectful, considerate, welcoming, tolerant, secure, healthy, inclusive, and conducive to learning and development. With these rights come shared responsibilities to uphold civility and contribute positively to the school community.

Expectations by Group

The following summarize expectations; they operate alongside the Civility Requirements above.

Students

- Follow school and classroom rules; practice safe, responsible behaviour.
- Show respect for the rights, feelings, and property of all community members; value differences.
- Engage in learning to the best of your ability; be punctual and prepared.
- Inform staff and families of concerns affecting physical, social, emotional, or academic wellbeing.
- Be responsible and respectful online.

School Staff

- Model appropriate behaviour and maintain high expectations within a safe, positive learning environment.
- Differentiate instruction and respond to student needs to support achievement and wellbeing.
- Communicate and collaborate with students, parents/guardians, and colleagues regarding progress and support.
- Support students' self-confidence and sense of belonging; be responsible online.

Parents/Guardians

- Ensure regular, punctual attendance and up-to-date emergency contact information.
- Show active interest in academic progress and encourage a positive attitude toward learning.
- Communicate circumstances that may impact learning to the teacher and school.
- Encourage adherence to the Code of Conduct and model respectful, responsible online use.

School Rules & Regulations

School Access & Supervision

The playground is supervised 10 minutes before the start of the school day (8:15 a.m.). Students should not arrive earlier. In inclement weather, supervisors may permit entry upon arrival. School ends at 3:00 p.m.; students are expected to take the bus or be picked up promptly. All visitors enter through the main entrance only and report to the office for a visitor's pass. Parents picking up children must wait in the lobby.

Attendance & Punctuality

Punctuality is essential. Students arriving after 8:25 a.m. report to the office with a guardian. Requests for early dismissal require parent/guardian to contact the teacher and the office. Any end-of-day routine changes must be communicated by email or phone to the office and teacher before 12:00 p.m.

Absences

Absences must be confirmed by phone or in writing (email acceptable). Please copy the homeroom teacher and the secretary in email communications regarding absences.

Dress Code

- Hats and head coverings (bandanas, hoods, etc.) are to be removed upon arrival into the school.
- Clothing and/or jewellery that bear suggestive or objectionable printing such as those used in the advertisement of alcohol, drugs, sex, violence, or those containing discriminatory comments are not to be worn.
- Clothing which expose undergarments or midriff sections are not to be worn.
- Students are expected to dress appropriately for school activities and the weather.

Students are expected to wear appropriate footwear:

- Indoor footwear for learning environments

- Sturdy outdoor footwear for outside play
- Athletic footwear for Physical Education classes

Failure to comply with the dress code will result in a request to change (students will be given a warning for the first offence). Students wearing hats will be asked to put them in their locker. Continued failure to comply with the dress code will result in a request for parents to meet with the principal to discuss the problem. All dress code violations are at the discretion of the principal and/or principal's designate.

Toys and Weapons

Students should not bring toys to school**.** If a toy is brought to school, it will be confiscated and returned at the end of the day.
If a student needs a tool or comfort item for support, the teacher will work with the student and family to create a plan that helps the student without disrupting learning. The teacher will also inform all staff who work with the student.

ABSOLUTELY NO WEAPONS OR WEAPON-LIKE DEVICES, INCLUDING TOYS.

Electronic Devices & Technology Use

In accordance with Ministry regulations, students may not use personal mobile/electronic devices **(including cell phones, smart watches, MP3 players, iPods, headphones)** from the moment they arrive on school property until they depart after the school day, including during school activities on or off school grounds. Medical exceptions require a doctor's note specifying the need for phone access and its approved use. Other exceptions apply only when required by instructional methods selected by the teacher, for health or emergency needs, or for the special needs of a student with a disability or learning challenge.

- Devices used during bus transportation must be stored and not accessed for the entire school day (store in locker or at the office).
- No personal electronic devices on field trips.

If a device is used at school:

1) First offence—confiscated and returned to the student at day's end;

2) Second offence— confiscated and released to a parent/guardian;

3) Repeated offences—additional consequences at the principal's discretion (e.g., meeting with parents, detention, loss of privileges, suspension).

Privacy, Digital Conduct & Social Media

Students, staff, parents and school community members are expected to refrain from transmitting, viewing, generating, printing, retrieving, downloading, or storing any communication that is discriminatory, defamatory, obscene, damaging, threatening, or harassing. Additionally, we must avoid posting or engaging in any online activity that could defame or insult students, parents, employees, or volunteers.

School community members must respect the reputation and privacy of other students and school staff, in particular by obtaining their consent and the consent of the person having parental authority over the student or the student's tutor, as applicable, before capturing images or recording voices, and by using social media appropriately.

Buses and Bus Behaviour

Transportation Services are a privilege and not a right. The driver and the school prioritize student safety. The same rules of conduct apply to the bus ride as to the school day. Students must follow safety rules at all times. If they do not, they may lose their bus-riding privileges.

- Remain seated; follow the driver's instructions; use polite language; no eating or drinking.
- Do not distract the driver by making excessive noise or misbehaving.
- Ensure belongings fit within the backpack (lunch bag may be separate).
- The driver is in charge and will report violations.
- Concerns should be directed to the principal/designate or Transportation Services.

Discipline Policy

Our approach is to understand the source of behaviour and work collaboratively with students and parents to improve outcomes. Consequences are fair, consistent, and case-by-case, considering severity, frequency, and context. Breaches of the Civility Requirements or other rules may result in a range of consequences applied as appropriate. The rights of the individual as well as the collective rights of school and community will be considered. The behaviour framework and full discipline policy breakdown can be found below.

Bullying, Harassment & Aggression

We believe that all students, teachers, staff members, and parents have the right to freedom from harassment and/or bullying at school. We understand the detrimental and serious effects which may result from derogatory comments or conduct based on race, gender, disability, cognitive differences, family status, ethnic origin, citizenship, religion, ancestry, age, etc. These behaviours undermine our school environment as a whole.

Bullying is behaviour that involves unwanted, targeted verbal or physical actions, occurs repeatedly over time, and involves an imbalance of power or strength. The school distinguishes between single 'mean moments,' conflict, aggression, and bullying to guide appropriate responses.

Onslow Elementary School – Behaviour Framework

This framework supports consistent, fair, and educational responses to student behaviour while prioritizing safety, respect, and student well-being.

Level	Description of Behaviour	Examples	Range of Responses
Level 1 (Minor / Initial)	Single incidents of inappropriate behaviour that may cause minor harm or disruption	Teasing or name-calling Minor exclusion Hurtful Inappropriate language/ comments Disruptions Refusal to follow directions from staff	Discussion with staff Reflection and/or apology Restorative conversation Re-teaching expectations Possible parent communication
Level 2 (Repeated / More Serious)	Repeated behaviours or more serious behaviour that negatively impacts others	Repeated teasing or exclusion Verbal harassment or humiliation Discriminatory comments Property damage Ongoing conflict	Parent/guardian contact Restorative practices Loss of privileges Behaviour plan or contract Detention or in- school consequences Referral to support services
Level 3 (Serious / Ongoing)	Significant or persistent behaviour causing harm or safety concerns	Threats Physical aggression / fighting Harassment (including identity-based) Cyberbullying or online harm Serious unsafe behaviour	Administration involvement Parent/guardian meeting Suspension (in-school or out-of-school) Referral to external agencies Behaviour intervention plan Further disciplinary action

Discipline Policy:

Each situation is addressed on a case-by-case basis. Responses consider the severity, frequency, intent, and impact of behaviour, as well as the age, needs, and best interests of the student(s). Responses are not necessarily sequential.

Aggression/Violence – Separate from Bullying	
Verbal Aggression	**Level 1**: Teasing, name calling, insulting remarks or jokes, inappropriate language **Level 2**: Repeated or more severe level 1 behaviours, verbal harassment, discriminatory comments, purposefully embarrassing or humiliating another student **Level 3:** Repeated or more severe level 2 behaviours, verbal abuse
Physical Aggression	**Level 1:** Intentional touching of a person or their belongings without consent, that makes that person feel uncomfortable or threatened, pushing **Level 2**: Repeated or more severe level 1 behaviours, assault **Level 3**: Repeated or more severe level 2 behaviours, heightened intentional physical aggression (including fighting)
Vandalism	**Level 1**: Defacement of property **Level 2**: Repeated or more severe level 1, damage to property **Level 3**: Repeated or more severe level 2, destroying property
Sexual Violence	**Level 1**: Inappropriate comments, taking into account age and intent **Level 2:** Repeated or more severe level 1 behaviours, inappropriate touching, inappropriate gestures, sexual comments, sexual drawings (considering age and intent) **Level 3**: Repeated or more severe level 2 behaviours, displaying sexually explicit pictures, sexual harassment, sexual solicitation, sexual assault

Bullying **Bullying includes three components:** 1. Bullying is behaviour that involves unwanted and/or targeted actions. 2. Bullying involves a pattern of behaviour repeated over time. 3. Bullying involves an imbalance of power or strength, real or perceived.	
Verbal	**Level 1:** Teasing, name calling, insulting remarks or jokes, inappropriate language **Level 2:** Repeated or more severe level 1 behaviours, verbal harassment, purposefully embarrassing or humiliating another student **Level 3:** (Repeated level 2 behaviours), verbal abuse

Discriminatory behaviour This includes any discriminatory behaviour in regard to someone's identity or personhood, including but not limited to; gender, sexuality, race or religion.	**Level 1:** Discriminatory comments or actions. **Level 2:** Repeated or more severe level 1 behaviours, using slurs **Level 3:** Repeated or more severe Level 2 behaviours, intent to be hurtful
Social	**Level 1**: Purposeful exclusion with the intent to hurt, Minor lying and false rumours **Level 2**: Repeated or more severe level 1 behaviours, telling someone not to be someone's friend, encouraging others to participate in lies, rumours or exclusion with the intent to hurt **Level 3**: Repeated or more severe level 2 behaviours, isolating another student socially, threatening or forcing to do things
Stealing or Damaging Property	**Level 2**: Stealing, hiding, purposely taking, damaging and/or destroying another's property **Level 3**: Repeated or more severe level 2 behaviours, objects that have an increased value to the owner
Sexual Violence	**Level 1:** Inappropriate comments considering age and intent **Level 2:** (Repeated Level 1 behaviours), inappropriate touching, inappropriate gestures, sexual comments, or drawings (considering age and intent) **Level 3**: Displaying sexually explicit pictures, sexual harassment, sexual solicitation, sexual assault
Cyberbullying	**Level 1**: Not applicable **Level 2**: Insults, blocking/excluding/commenting on social media with the intention of social isolation, using inappropriate language, rumours, ruining someone's reputation, outing/denigration (sensitive personal information) **Level 3**: Repeated or more severe Level 2 Behaviours, threats, intimidation/harassment, repeatedly posting insulting and intimidating language at another user in an online forum, posting or texting sexual content, posting videos of fights, identity stealing/impersonation/trickery, cyber stalking
Physical	**Level 1**: Intentional touching of a person or their belongings without their consent that makes that person feel uncomfortable or threatened. **Level 2:** Repeated or more severe Level 1 Behaviours, repeated intentional inappropriate touching that causes harm **Level 3**: Repeated or more severe Level 2 Behaviour, heightened intentional physical aggression

It is important to note that when consequences are imposed, the sub context and background circumstances surrounding the behaviour are considered and situations are dealt with on a case-by-case basis. Therefore,

consequences will not necessarily be imposed in sequential order but will depend on the severity, frequency, and duration of the behaviour and at the discretion of the principal or principal's designate. Parent consultation will take place when the misbehaviour is of serious nature and/or re-occurring.

The following consequences may be implemented after a breach of the code of conduct: At the discretion of the principal or their designate, account for age, special needs and best interests of the student(s) involved.	
For all Level 1 Behaviours **Range of <u>Possible</u> Consequences**	• Discussion with staff member to get to source of issue Walk with a staff member at recess • Parental involvement/notification Discussion with Principal Verbal/written apology Reflection • Assignment of a specific task to help the student understand the expectations. • Time-out/detention • Loss of privileges (e.g. computer access, recess, field trip, school team, bussing, daycare, special events etc.) Community service within school • Restitution • *Other appropriate consequences subject tostaff discretion*
For all Level 2 Behaviours **Range of <u>Possible</u> Consequences**	• Contact parent/guardian (note, e-mail, phone call or in person) • Parent/guardian meetings • Behavioural contract established between student, parent, and staff • Restorative Practices (brainstorm solutions, present to peers) • Withdrawal of privileges where the student loses the opportunity to participate in activities where appropriate behaviour is essential • Possible referral to outside services (e.g. family doctor, CLSC etc.) • Several detentions • Change of class • Loss of priveleges • Replacement of stolen or destroyed property • Related research activity and possible presentation to students or staff • Withdrawal of the student from the class setting to another workplace within the school for a specific length of time Intervention of or referral to Resource personnel (e.g., Resource teacher or special education technician) • *Other appropriate consequences subject to staff discretion*

For all Level 3 Behaviours **Range of <u>Possible</u> Consequences**	• Administration involvement • Possible meeting with a director, parents, staff and sometimes student • Relevant long-term community/ in-school service, possibly at recess time to enhance the school environment, or to repair or replace damaged or lost property • In-school suspension • Out-of-school suspension (1-5 days), with intake meeting upon return • Additional days of suspension with Board approval Gradual reintegration • Involvement of or referral to outside agencies (e.g., CLSC, Police, Social Services Officer) • Referral to Discipline Committee (long-term suspension, change of school) • Expulsion by the School Board from all schools under its jurisdiction • *Other appropriate consequences subject to staff discretion*

Appendix A — Differences between Teasing/Conflict/Mean Moment/Bullying

- Teasing/Joking: Everyone is having fun; no one is getting hurt; everyone understands the humour; sometimes happens in friendly competition. Playful words or actions between people where everyone understands it is meant to be funny, feels included, and is not hurt. If someone feels upset or uncomfortable, it is no longer considered joking.
- Conflict: Real disagreement; possible solution; equal balance of power.
- Mean Moment: Someone is hurt on purpose; reaction to strong feeling; isolated event.
- Bullying: Repeated physical/social/emotional attacks; power imbalance; ongoing; intentional harm.

Appendix B — Reference Documents

Education Act (Québec); Regulation respecting the rules of conduct in elementary and secondary schools (in force January 1, 2026, for sections 2, 3 and 5). School Board policies and basic school regulations.