



## Clearpoint Elementary Code of Conduct – Updated 2024/06/05

*Our Code of Conduct document assists our school's mission of providing a safe learning environment in order to achieve academic success as well as to provide students with the tools necessary to be life-long learners as outlined in our IB program. To that end, certain behaviours must be welcomed and practiced while other behaviours must be deemed inappropriate and unacceptable. Appropriate behaviours are required of all students and supported and practiced by the parent(s)/guardian(s).*

### **Appropriate Behaviours to create a healthy and secure learning environment:**

- Be prepared for class by studying and organizing work
- Respect school hours by arriving to school on time
- Be cooperative, civil and respectful with all adults in the school as well as with the bus drivers during school transportation
- Respect all guests, fellow students and volunteers in the school
- Respect the rights and dignity of all staff and students when using social media.
- Resolve conflicts in a peaceful manner
- Use positive and encouraging language
- Respect classroom and school rules
- Respect appropriate technology use and digital citizenship rights and responsibilities
- Walk quietly in halls and classroom and not disturb others
- Clothing should align with our school values and be suitable for a school learning environment. Clothing and footwear should be comfortable and appropriate for students to participate actively and safely in all school activities.
  - Comfortable and modest clothing: choose clothes that allow you to move freely and cover your body appropriately (from your chest to your mid-thigh).
  - Wear appropriate footwear for school activities: running shoes for physical education and otherwise flat, comfortable shoes for every day.
  - For school cleanliness, it's important to have indoor and outdoor footwear.
  - Let your natural beauty shine, no facial makeup.
  - It's important to remove caps and hoods when entering school, we want to see your face as you walk through the hallways.

Appropriate behaviours contribute to a general atmosphere that promotes self-esteem.

**Inappropriate and unacceptable behaviours include:**

- disruptions in class
- name-calling, profane language and swearing
- pushing or rough play
- defacement or damage to school property or other students' or staff's personal property
- aggressive, verbal confrontations with other students or with staff members
- racial slurs
- throwing of snowballs or dangerous objects
- violence towards another person (such as kicking, tripping, pushing, punching, or hitting and throwing dangerous objects)
- bullying (Please see the latest version of our Anti-Bullying/Anti-Violence Plan [here](#).)
- non-compliance with any staff member
- disrespectful or negative behaviour and disrespectful language towards staff and or students both in school and on social media
- disrespectful or profane language towards staff, students or any other individuals both in school and on social media
- disrespectful or non-compliant behaviour towards bus drivers and volunteers within the school corridor (including field trips and car-pooling)
- technology use where and when prohibited as per administrator, teacher, supervisor, instructor (recess, lunch, phys. ed. – please remember that any technology brought in to school is the owner's responsibility)
- transmitting of inappropriate material both in print or digitally to others
- cheating
- bringing/using E-cigarettes/ vapour cigarettes on school property. They are forbidden by anyone on school property.

**BULLYING IS DEFINED AS:** (Please see the latest version of our Anti-Bullying/Anti-Violence Plan [here](#).)

A repeated direct or indirect behaviour, comment, act or gesture whether deliberate or not, including in cyberspace, which occurs in a context where there is a power imbalance between the persons concerned and which causes distress, and injures, hurts, oppresses, intimidates or ostracizes.

Bullying can show itself in diverse forms such as homophobia, racial discrimination, violence in relationships. For example, it can be seen in the following behaviours:

- name-calling, derisive laughter, defiance, to humiliate or threaten another person, to make racist or sexist comments
- hitting, kicking, shoving, spitting, punching, stealing or damaging property
- social isolation, gossip or rumour-mongering and mockery
- use of email, texting, cellphone or social media to threaten, harass, embarrass, spread rumours, exclude from the group, or damage a reputation or friendship

**INDIRECT BULLYING:**

Organizing (from within a group) the belittling of the social status or the exclusion of a targeted person from the group (e.g. making someone less popular, isolating an individual). This type of behaviour and attitude is often difficult to perceive.

Some examples of indirect bullying include:

- spreading rumors
- malicious gossip and slander
- writing slurs (graffiti, email, etc.)
- making a fool of someone, denigrating that person or suggesting that he or she be excluded from a group

**CYBERBULLYING:** Bullying that occurs in the virtual world

- It can occur whenever and from wherever: the virtual world is accessible at any time and from just about any place.
- It can bring together other witnesses, thereby allowing the immediate distribution of the words and images posted, in a way that is both unlimited and irreversible.
- It can occur in a secretive manner and forego the supervision of parents, teachers and other responsible adults.

Cyberbullying is particularly insidious because it can:

- have an effect of complete irresponsibility, because the perpetrator can deny the facts and not acknowledge his or her actions. Without being able to easily prove the actions, any fear of reprisal diminishes.
- promote depersonalization and lack of empathy: in front of a computer screen, the perpetrator shows less restraint than if he or she was face-to-face with the victim and cannot see the effects of his or her actions

Cyberbullying can be manifested via the following behaviours:

- Inappropriate messages or photos and videos (i.e. posting fights and incidents on You Tube; provocative cell phone messaging)
- Incitement to 'out' one or other persons
- Threats
- Insults
- Rumors
- Identity stealing
- Harassment
- Discrimination
- Denigration
- Defamation

**VIOLENCE IS DEFINED AS:** (Please see the latest version of our Anti-Bullying/Anti-Violence Plan [here](#).)

Any intentional demonstration of verbal, written, physical, psychological, or sexual force, which causes distress and injures, hurts or oppresses a person by attacking their psychological or physical integrity, or well-being or their rights or property.

## SERIOUS BEHAVIOURAL INFRACTIONS:

Serious infractions including bullying and violence, lack of respect for others or for property, will automatically result in the following disciplinary measures:

1. immediate intervention with the child by staff members (conference with student, reflection sheet).
2. communication with parents (telephone, incident report, letter, email).

And may also result in the following where applicable:

3. loss of bus privileges.
4. loss of recess and/or lunch and/or daycare outside play privileges.
5. after-school detention.
6. loss of field trip privileges.
7. loss of grad activity privileges (where applicable)
8. loss of extra-curricular privileges.

In addition, serious or repeated offenses may also involve one or more of the following measures:

1. an in school meeting with the parents and the child.
2. a planning conference with the principal and/or teacher.
3. the supervision of the perpetrator during free time; i.e. must be shadowed by a supervisor during recess and at lunch time.
4. reflection time.
5. referral for anger management program.
6. community Service either inside or outside of the school setting.
7. cours a domicile / Home Study.
8. referral for outside services.
9. a suspension in school or out of school followed, if necessary, by a meeting with parents before the student may return. When determining the duration of the suspension, Clearpoint shall take into account the student's best interest, the severity of the incident, and any previously taken measures.
10. an individual discipline plan involving school professionals and parents may be developed.
11. recommendation made to move the student to another school or to expel from the School Board.

**It is understood that as a Clearpoint Elementary student and parent/guardian, we agree and will comply with the Code of Conduct.**