

Dorval Elementary School Code of Respect

At Dorval Elementary School, we strive to ensure a safe, caring, positive and respectful learning environment for all our students. Our code of conduct is based on a balance of rights and responsibilities. Our behaviour expectations and disciplinary approach are aligned with the guidelines and legal regulations of Bill 56 (Anti-Bullying/Anti-Violence Law) and the Lester B. Pearson School Board's Safe and Caring Schools Policy.

- C** We are **Cooperative**
- A** We have positive **Attitudes**
- R** We are **Respectful**
- E** We are **Empathetic**
- S** We are **Safe**

Rights	Responsibilities
Students have the right to learn	<p>Students have the responsibility to actively participate and be responsible learners.</p> <p><i>Some examples include but not limited to:</i></p> <ul style="list-style-type: none"> ✓ Always trying their best ✓ Listening carefully to instructions ✓ Being prepared, on time and ready to work ✓ Staying focused ✓ Completing classwork/activities
Students have the right to be respected	<p>Students have the responsibility to respect others.</p> <p><i>Some examples include but not limited to:</i></p> <ul style="list-style-type: none"> ✓ Using kind words ✓ listen respectfully ✓ Take turns ✓ Courteous to others ✓ Taking responsibility for your own actions ✓ Use a respectful tone of voice and kind language ✓ Resolve conflict in a peaceful matter ✓ Include others and embrace diversity

<p>Students have the right to be safe</p>	<p>Students have the responsibility to behave in a safe manner and to protect the safety of others.</p> <p><i>Some examples include but not limited to:</i></p> <ul style="list-style-type: none"> ✓ Walking calmly ✓ Staying in designated areas ✓ Playing games safely ✓ Reporting dangerous situation to staff
<p>Students have the right to privacy and security of personal space</p>	<p>Students have the responsibility to respect the property and privacy of others.</p> <p><i>Some examples include but not limited to:</i></p> <ul style="list-style-type: none"> ✓ Keeping hands and feet to self ✓ Respecting personal boundaries ✓ Asking before photographing and/or recording someone
<p>Students have the right to use student equipment and property</p>	<p>Students have the responsibility to use equipment, materials and property according to all applicable rules and with care and respect.</p> <p><i>Some examples include but not limited to:</i></p> <ul style="list-style-type: none"> ✓ Cleaning up after yourself ✓ Asking before borrowing ✓ Returning materials promptly and neatly

Guiding principles when addressing discipline issues

Disciplinary action is preventative and restorative, rather than merely punitive. Consequences given are based on the severity and/or repetitive nature of the unacceptable behaviour as well as the circumstances of the situation. By implementing age-appropriate, logical and consistent consequences, students will learn about their behaviour, choices, and impact on others while still maintaining their dignity.

Unacceptable and inappropriate behaviours will be addressed in one of the following ways depending on the severity and frequency of the behaviour:

- Warning
- Report to principal
- Conflict resolution
- Detention/Loss of basic school privileges (lunch hour, recess) for a designated length of time.
- Written reflection sent home for signature
- Communication with parent by telephone or email
- Loss of school privileges, extra-curricular activities, attendance at outside events, grad activities, etc...
- Community Service either inside or outside of the school setting.
- Restitution when possible (may include financial compensation for damaged property or students will be encouraged to "fix" the problem)
- Out-of-school suspension with progressive re-entry.
- In-school suspension
- Transfer to another school in LBPSB
- Suspension from using the bus service
- Expulsion from bus service

In all instances these consequences are applied at the discretion of the principal or staff delegate, taking into account the circumstances, severity and number of offenses.

CONFLICT	VS	BULLYING
Equal power (friends)		Imbalance of power
Happens occasionally		Repeated negative actions
Accidental		Purposeful
Equal emotional reaction		Strong emotional reaction on the Part of the victim
Not seeking power or attention		Seeking power or control
Remorse – take responsibility		No remorse – blames victim
Effort made to solve the problem		No effort to solve the problem

We have read the Code of Conduct with our child. As a family, we agree to adhere to the school's code of conduct and strive to live by our **CARES** guiding principles.

Student Name: _____ Date: _____

Parent Signature: _____ Date: _____