

**Dr. G.J. MacGillivray Public School**

# **Code of Conduct**



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# Our Vision

We, at Dr. G. J. MacGillivray, strive to create an inclusive school community that fosters relationships and high self-esteem in students and staff. At our school, high student achievement is a top priority. We value open communication with our parents and rich community partnerships to guide our educational journey forward.

Dr. G. J. MacGillivray Public School respects and reflects the [Code of Behaviour the Kawartha Pine Ridge District School Board](#) has adopted for all elementary school students. In brief, the policy establishes simple rules to ensure safety, equitable learning and teaching opportunities and the expression of common courtesy for all students and staff.

- Students are encouraged and taught to develop basic values and to accept the responsibility and consequences of their actions.
- Students are taught to recognize and demonstrate socially acceptable behavior.
- Discipline is progressive and a part of the learning and growth process.
- Restorative Practice is also used when deemed to be appropriate depending on the circumstances.

The staff at Dr. G. J. MacGillivray believe that school should be a safe, positive learning environment characterized by positive and supportive student-student, student-adult, and student-teacher interactions. Aggression and violence are unacceptable behaviours. The following procedures will be put in place when dealing with student misconduct:

- discussion with teacher and student
- strategies
- detention
- conference with administration
- parental contact
- meeting with parents
- suspension

## **Rationale**

Everyone has the right to be safe and to feel safe, welcome and included at school.

## **Responsibilities**

- Safety is everyone's responsibility.
- Everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity.
- Everyone is responsible for preventing harm.
- Students, staff, volunteers, parents and guardians have additional responsibilities unique to their roles.

## **Standards of Behaviour**

- We value one another and treat each other with respect and dignity.
  - We educate our students to be caring, responsible community members who protect everyone's physical, social, academic and emotional well-being.
  - Bullying and harassment in any form are wrong and hurtful. Bullying is aggressive and typically repeated behaviour that is intended to cause harm, fear or a negative environment for another individual. Bullying is an abuse of power, authority or control over another person or group. It is never acceptable.
  - Everyone has a role to play as we work together to prevent, identify and respond to bullying and exclusion. We all are accountable for our actions.
  - Where bullying does occur, we respond in a manner that is fair and appropriate, to build relationships that are respectful. Restorative practice is one strategy we use to prevent, and repair the harm caused by bullying and exclusion.
  - We also use progressive discipline to prevent and respond to behaviour that violates this Code of Conduct. Consequences for unacceptable behaviour may range from warnings to suspension or expulsion.
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## **Our School Rules:**

**BE Safe  
BE Respectful  
BE Responsible**

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## **1. School Code of Conduct**

The Kawartha Pine Ridge District School Board (KPR) believes everybody has the right to be safe, and to feel safe, welcome and included in the school community. This School Code of Conduct reflects the guiding principles of the Board's Safe, Caring and Restorative Schools Policy and the Ontario Code of Conduct. It supports a common understanding for safe learning and working environments, where everyone is treated with respect, fairness and dignity. It also helps to prevent bullying in schools. The School Code of Conduct applies to students while they are at school, engaged in a school-related activity, or in other circumstances where the activity affects the school climate.

**It is expected that students shall:**

- Attend school regularly, and be prepared for all classes and school activities
- Work to the best of their ability
- Behave in a courteous manner towards others regardless of individual differences, e.g. race, gender, language or opinion
- Live and act within the boundaries of behavior necessary to minimize danger to themselves and others
- Act within the limits of the law and not bring to school: drugs, alcohol, cigarettes (matches, lighters, vaping) or weapons of any sort (**real or toy weapons, including water guns and Nerf guns**)
- Treat all school property and the property of others with respect and care
- Learn to use self-control when dealing with conflict or confrontation and develop alternatives to physical and verbal abuse
- Act in a manner that is free from abusive or profane language or offensive gestures
- Bullying (physical, verbal, emotional and/or electronic) is not tolerated
- Learn to express emotions in a socially acceptable manner
- Use good manners at all times in the school

**It is expected that staff shall:**

- Foster in their students a positive self-image
- Student identities will be reflected in and out of the classroom
- Treat students with respect and sensitivity
- Discipline fairly and consistently using a progressive approach
- Maintain an environment where all students are able to learn, be seen and be heard
- Communicate on a regular basis with home

**It is expected that parents shall:**

- Assist their children in developing responsible behavior
- Nurture a positive self-image in their children
- Be an equal partner in the education of their children
- Support reasonable disciplinary measures taken by the staff
- Attend to their children's physical and emotional well-being
- Ensure and facilitate regular attendance
- Communicate relevant information concerning their children's individual needs

For more information on any of these areas please do not hesitate to contact the principal or vice principals at any time. Discipline is a shared responsibility amongst staff, students and parents. Students will be given positive reinforcement, praise and encouragement in recognition of their positive efforts.

## 2. School Code of Conduct Responsibilities

### 2.1 Common School Community Member Responsibilities

- Safety is everyone's responsibility.
- Everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity.
- Everyone is responsible for preventing harm.
- Students, staff, parents and guardians have additional responsibilities unique to their roles.

### 2.2 Additional Student Responsibilities

- exercise self-discipline, to the best of their abilities, and to follow the established rules and accept responsibility for their actions,
- based on age and individual ability
- come to school prepared, on time, ready to learn and support a positive learning environment
- show respect for themselves, for others and for the adults in the building
- refrain from bringing anything to school that may compromise safety, inclusion or respect for the dignity of another member of the school community.

### 2.3 Additional Staff Responsibilities

- help students achieve their full potential and develop their self-worth
- assess, evaluate and report student progress
- communicate regularly and meaningfully with students, parents or guardians
- discipline fairly and consistently, taking any mitigating factors into account, as required by school board regulations on Discipline/Promoting Positive Student Behaviour/Code of Conduct, and the School Code of Conduct
- be on time and prepared for all classes and school activities
- prepare students for the full responsibilities of membership in their community/society
- safeguard students from persons or conditions that interfere with the learning process
- understand and minimize any biases that may affect student-teacher relationships.

### 2.4 Additional Parent/Guardian Responsibilities

- attend to their child's physical, social, academic and emotional well-being
- show an active interest in their child's school work and actively support student progress
- communicate regularly with the school. If language is a barrier, please contact the school
- ensure their child attends school regularly, is on time, and gets to and from the school or bus stop safely
- promptly report to the school their child's absence or late arrival
- become familiar with the Code of Conduct and school rules
- encourage and assist their child in following the rules of behaviour

- assist school staff in dealing with disciplinary issues for their child.

## 3. Standards of Behaviour

### 3.1 Respect, Dignity, Civility, Equality and Responsible Participation in School Life

We value one another and treat each other with respect and dignity. We educate our students to be caring, responsible community members who protect everyone's physical, social, academic and emotional well-being. Everyone in the school community must:

- respect differences among people, their ideas, opinions, experiences and perspectives
- treat one another with dignity at all times, especially when they disagree
- respect and treat everyone fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability or language
- respect and comply with federal, provincial and municipal laws
- demonstrate the character attributes set out by the school board
- respect the rights of individuals and groups
- show proper care and regard for school and student property
- take appropriate measures to help one another
- address behaviours that are disrespectful, unwelcoming or that exclude anyone
- use non-violent means to resolve conflict
- respect all persons in the building
- respect the common goal to work in a positive environment of learning and teaching.

### 3.2 Physical and Emotional (Psychological) Safety

To protect the physical and psychological safety of everyone at school, we will not tolerate:

#### **Weapons**

- possession of any weapon or replica weapon, such as firearms
- use of any object or means to threaten or intimidate another person
- causing injury to any person with an object

#### **Alcohol and Drugs**

- possessing, being under the influence of, or providing others with, alcohol or restricted drugs

#### **Physical Aggression**

- inflicting or encouraging others to inflict bodily harm on another person
- intimidation

## **Non-physical Aggression**

- emotional, sexual, homophobic, racist, sexist, faith-based, ability-based or social status-based actions that hurt an individual or group, whether intentional or not
- threatening physical harm, bullying or harassing others
- using any form of discrimination, stereotype, prejudice, harassment, hate/bias-motivated act.

Further to these standards of behaviour, all school members are expected to seek staff assistance, if necessary, to resolve conflict peacefully.

**Bullying and harassment** in any form are wrong and hurtful. Everyone has a role to play as we work together to prevent, identify and respond to bullying and exclusion. We all are accountable for our actions. Where bullying does occur, we respond fairly and appropriately, to build respectful relationships. Restorative practice is one strategy we use to prevent, and repair the harm caused by, bullying and exclusion.

**Bullying, by definition:** is aggressive and typically repeated behaviour by a pupil where:

- the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:
  - causing harm, fear, or distress to another individual, including physical, psychological, social or academic harm to the individual person's reputation or harm to the individual's property; or
  - creating a negative environment at a school for another individual
- the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group, power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.
- The behaviour includes the use of any physical, verbal, electronic, written or other means.

**Cyber-bullying** includes bullying by electronic means, including:

- creating a web page or blog in which the creator assumes the identity of another person
- impersonating another person as the author of content or messages posted on the Internet
- communicating inappropriate material electronically to more than one individual, or posting material on a website that may be accessed by one or more individuals.

**Bullying**, in any form, has negative effects on:

- a student's ability to learn
- healthy relationships and the school climate
- a school's ability to educate its students.



We **will not accept bullying** on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where bullying has a negative effect on school climate.

[Click here to review our school Bullying and Prevention Plan.](#)

## 4. School Code of Conduct Rules

- Students must be allowed to learn.
- Teachers must be allowed to teach.
- The following behaviours are **not acceptable** for anyone in the school community:
  - physical, verbal, electronic, written or other means of sexual or psychological abuse (e.g., sarcasm, ridicule, humiliation)
  - assault
  - bullying
  - actions motivated by hate, bias or discrimination (e.g., on grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability).
  - damage to property in the school environment (including school grounds, buses, trips.)

The principal may apply these rules when the pupil's conduct outside school negatively impacts the school.

## 5. School Code of Conduct Procedures

### 5.1 Search and Seizure

In alignment with our *Police/School Board Protocol*, school authorities have the right to search student school and personal property (such as, but not limited to; lockers, desks, purses, backpacks, pockets etc.) without permission and without prior notice. This would normally only occur when the person in authority felt there were reasonable grounds for suspicion that the student had something in their possession that was either stolen or posed a possible risk of harm to others at the school (example; drugs, a weapon etc.) Police may be contacted if the search reveals such an item.

### 5.2 Signage

Signs will be posted directing visitors to begin their visit at the office.

## 6. Strategies to Promote Positive Student Behaviour

### 6.1 Prevention Strategies

Schools in the KPR Board promote academic excellence through the character attributes of respect, responsibility, honesty, integrity, empathy, fairness, initiative, perseverance, courage and optimism, to enable all students to reach their full potential. Schools also use restorative practice, an approach that manages conflict by repairing harm and strengthening relationships. It holds the individuals causing harm accountable for their actions, and it allows everyone – the person harmed, the person causing harm and others affected – to express the harm that was caused and any resulting needs. Restorative practice allows reparation (“making it right”), healing and reintegration, while preventing future harm. It may include responses ranging from informal conversations or meetings, to formal restorative conferences.

In addition, the Board’s Code of Conduct sets clear standards of behaviour that are firm and fair. These standards apply to everyone in the school system – students, parents, guardians, volunteers, employees – whether on school property, on school buses, at school-related events or activities, or in other circumstances that could affect school climate. **Prevention strategies** are designed to:

- establish a positive school climate
- maintain effective classroom management and discipline
- encourage, reinforce and reward positive behaviour
- promote social skills development
- provide information regarding anger management programs
- use peer counselling and conflict resolution
- use effective, respectful home-school communication.

### 6.2 Supportive Intervention Strategies use:

- “teachable moments” (using a current situation or news story to teach students a valuable skill or lesson)
- verbal reminders, redirection and reinforcement
- interviews, discussion and active listening
- offering positive choices to support positive behaviour/citizenship
- problem solving techniques including restorative practices
- contracts for expected behaviour
- appropriate outside agency support
- school/Board/community resources
- understanding of individual and group interactions and power imbalances within society
- learning and information-sharing to better understand people and situations.

## 6.3 Community Threat Assessment Protocol

The KPR school board also has a Community Threat Assessment Protocol (CTAP) in place with many local agencies and police services. When student behaviours pose a potential threat to safety or risk of serious harm, the CTAP helps principals take immediate steps to protect student well-being and respond to threatening incidents. Please speak with the principal for further information on this protocol.

## 7. Consequences for Unacceptable Behaviour

Consequences for unacceptable behaviour are appropriate to the individual, circumstances and actions. Schools use progressive discipline, with a range of responses, supports and restorative practices that promote positive behaviour and inclusive school cultures. Consequences are firm, fair, clear and appropriate to the student's age and development. They include learning opportunities, to reinforce positive behaviours and help students make good choices. For students with special education needs, consequences and supports are consistent with the student's Individual Education Plan (IEP). The Board, principals and vice-principals consider all mitigating and other factors, as required by legislation. Progressive discipline and restorative approaches are outlined in detail in the Safe, Caring and Restorative Schools Manual for administrators.

### **Consequences**

Our goal at Dr. GJ MacGillivray P.S. is to work closely with students, parents, guardians and the community to provide a safe, caring and restorative environment. Acts of positive character and responsible citizenship are promoted in our school. We strive to have students develop self-discipline and learn to respect others. Our goal for the school is to develop and maintain a positive learning environment. We use firm but fair discipline. Through an approach called restorative practice, the school will focus on repairing the harm caused by hurtful behavior. Those who have acted inappropriately take responsibility for the hurt they have caused and take steps to "make it right" – while victims may have a say in what those steps should include.

We are responsible for the choices we make and the actions or behaviours we exhibit. Consequences for misbehavior will be appropriate to the needs and mitigating circumstances of each individual student. Progressive discipline may be used if an individual continues a pattern of inappropriate behavior.

### **7.1 Consequences may include one or more of the following:**

- discussion/warning
- parental contact
- time outs
- time owed
- restricted privileges

- apology
- detention
- student behavior contract
- restitution for damages (e.g., paying for damage, doing community service)
- school community service
- referral for board support services
- suspension
- expulsion

**7.2** The Principal, or their designate, **will consider suspending** a student if they believe that the pupil has participated in any of the following infractions:

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.
- Being under the influence of alcohol.
- Swearing at a teacher or at another person in a position of authority.
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
- Bullying
  - Bullying, by definition, is aggressive and typically repeated behaviour by a pupil where:
    - the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of causing harm, fear, or distress to another individual including physical, psychological, social or academic harm to the individual person's reputation or harm to the individual's property, or creating a negative environment at a school for another individual.
    - the behavior occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education.
    - Behaviour includes the use of any physical, verbal, electronic, written or other means.
  - Cyber-bullying includes bullying by electronic means including:
    - creating a web page or blog in which the creator assumes the identity of another person,
    - impersonating another person as the author of content or messages posted on the internet, and
    - communicating inappropriate material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.
    - bullying adversely affects a student's ability to learn.
    - bullying adversely affects healthy relationships and the school climate.
    - bullying adversely affects a school's ability to educate its students.
    - bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. online)

where engaging in bullying will have a negative impact on the school climate.

- Persistent opposition to authority.
- Habitual neglect of duty.
- The willful destruction of school or Board property.
- The use of profane or improper language.
- Conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others in the school.
- Being involved in a physical altercation.
- Inappropriate physical contact.
- Failing to complete medical immunizations as required by the Public Health Department.

**7.3** As required by law, a student **shall be suspended and considered for expulsion** on the following grounds:

- Possessing a weapon, including possessing a firearm.
- Using a weapon to cause or to threaten bodily harm to another person.
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
- Committing sexual assault.
- Trafficking in weapons or in illegal drugs.
- Committing robbery.
- Giving alcohol to a minor.
- Bullying, if:
  - the pupil has previously been suspended for engaging in bullying, and
  - the pupil's continued presence in the school creates an unacceptable risk to the safety of another person.
- Any incident including bullying, that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any similar factor (e.g. socio-economic status, appearance).

**7.4** In accordance with provincial directives, a student **may be suspended, and expulsion may be considered**, if:

- the pupil commits an infraction in the school community, which has an adverse effect on the school
- the pupil's pattern of behaviour is so "refractory" (unmanageable) that the pupil's presence is harmful to the learning environment
- the pupil has taken part in activities that:
  - cause the pupil's presence to be harmful to the physical or emotional well-being of others in the school
  - cause extensive damage to property at the school or to property located on the premises of the pupil's school
- the pupil's pattern of behaviour has shown the pupil has not prospered by the instruction available, and the pupil persistently resists changing their behaviour.

Where illegal activities – including those noted above – take place, schools also involve their local police service. The School Board – Police Protocol guides police involvement in schools.

KPRDSB SAFE, CARING AND RESTORATIVE SCHOOLS: Discipline/Promoting Positive Student Behaviour/Code of Conduct (Regulation Code: ES-1.1.1A)  
POSITIVE STUDENT BEHAVIOUR/ Policy (Code Reference: ES-1.1)

## Acceptable Technology Use

The Kawartha Pine Ridge District School Board maintains Information Technology resources to enhance the delivery of curriculum, instructional activities and administration of schools.

Students need to understand that the use of these resources is a privilege. They are required to use these resources solely for educational purposes. Students are expected to treat these resources with respect.

The following activities are considered unacceptable involving the use of Kawartha Pine Ridge District School Board Resources and are prohibited:

- **Etiquette:** transmitting or accepting information which contains swearing, harassing or indecent materials.
- **Harm:** any act that harms another person or their reputation.
- **Illegal Activities:** making illegal copies of software or committing any crime using technology.
- **Fraud:** Attempts to deceive others or represent themselves as someone else.
- **Vandalism:** the deliberate attempt to harm or disrupt any part of the computer facilities including hardware, software, data or any other component. This includes attempting to harm other installations.
- **Use of the computers, iPads and netbooks for purposes other than education.**
- **Personal safety:** personal information that identifies the user should not be transmitted over the Internet.

Access to the computer network is a privilege. Students are instructed in the proper use of software and hardware. Any vandalism, inappropriate use and invasion of privacy by students, or any violation of the **Acceptable Use Agreement**, will result in a temporary loss of access. Access will be reinstated at the direction of the Technology Contact Teacher(s) in consultation with the Principal. Students are only to access web sites as directed by their teacher.

## Personal Electronic Devices (PEDs)

*The use of personal mobile devices during instructional time is permitted under the following circumstances:*

- *for educational purposes, as directed by an educator*
- *for health and medical purposes*

- *to support special education needs*

This restriction is currently fairly consistent in most KPR schools so no significant change is expected (other than adding the underlined text below). Your School Codes of Conduct include the following section:

## 2.2 Additional Student Responsibilities

Each student has the additional responsibility to:

- 2.2.1 exercise self-discipline, follow the established rules and accept responsibility for their actions based on age and individual ability;
- 2.2.2 come to school prepared, on time and ready to learn;
- 2.2.3 show respect for themselves, for others and for those in authority; and
- 2.2.4 refrain from bringing anything to school that may compromise the safety of others.
- 2.2.5 use personal mobile devices during instructional time **only** under the following circumstances:
  - for educational purposes, as directed by an educator
  - for health and medical purposes
  - to support special education needs.

Guidelines include:

- The privacy, dignity and safety of others must be maintained through the appropriate use of cell phones and electronic devices both on school property and during off site school events.
- The teacher will determine and authorize the usage of a PED during instructional time.
- The usage of PEDs is restricted in some areas of school including washrooms & change rooms and outside at recess.
- When the usage of a PED is inappropriate, the school Principal or designate will apply progressive discipline strategies. Depending on the infraction, strategies may include, but are not limited to, speaking with the student, parent meeting, detention, confiscating the PED, removal of privilege to have a PED at school or suspension.
- PED's are not to be used during recess/lunch time without prior permission from a teacher.
- **Obtain parental permission** before a personal cell phone, camera or PED is brought to school

- **Never take a photograph or video** (without staff consent) of other students, parents or staff (It is very easy for students to post images on the internet without parental permission. This can, in some situations, compromise a person's safety.)
- Keep the cell phone or PED turned off and keep it out of site while at school unless the teacher gives permission for its use.
- With teacher or office assistance, **use the office phone for ALL calls while at school.**

**As with other personal property items, schools are not responsible for lost, stolen or damaged PEDs.**

The board has developed an acceptable use policy for personal electronic devices to ensure the safe, secure, ethical and appropriate use of these resources. The Personal Electronic Devices (PED's) Policy Code: ES 1.6 can be found on the Kawartha Pine Ridge District School Board website: <http://www.kprschoools.ca/> .

## Bus Expectations

Riding the bus is a privilege. Students are expected to remain seated at all times and refrain from yelling, throwing things and/or eating or drinking on the bus. Students are required to abide by all the Expectations outlined in the School's Code of Conduct while on the bus. Failure to do so will result in progressive discipline and/or possible removal from the bus.

## Bicycles, Skateboards, Rollerblades, Rollershoes, Scooters

Where parents permit their children to ride their bicycles/scooters to school, it is expected that:

- the bicycle be in sound mechanical condition
- students obey the law and wear properly fitted bike helmets
- children be aware of and practice bike safety
- children be aware of and responsible for personal safety
- lock the bike in the student racks located at the north and south side of the school.
- understand that neither the school nor the school board accepts any responsibility or liability for bicycles parked on school property
- any wheel transportation needs to be walked on school property

Skateboards, rollerblades, rollershoes and scooters are not to be used on school property. When a student arrives at school, he/she is expected to carry the skateboard or scooter while on the property or to change from roller blades / roller



shoes into regular shoes before entering the school yard. Failure to do so will result in the student losing the privilege to have these items at school. Students may not wear roller shoes in the school building.

The school cannot accept responsibility for the loss and/or theft of bicycles, skateboards, roller blades, rollershoes or scooters.

## Restorative Practice

Make the connections, build our community!

- Making connections in our community requires a process that is both FIRM and FAIR. It includes the following:
  - *Engagement* - involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account;
  - *Explanation* - explaining the reasoning behind a decision to everyone who has been involved or who is affected by it;
  - *Expectation Clarity* - making sure that everyone clearly understands a decision and what is expected of them in the future.

Proactive circles are FIRM and FAIR

- Circles provide students with opportunities to share their feelings, ideas and experiences, in order to establish relationships and social norms on a non-crisis basis. Classrooms tend to be more productive when teachers and students make the connections to build their community. Circles by their very structure provide a fair process, equality, safety, trust, responsibility, ownership and connection.
- Circles set explicit expectations like:
  - Treat everyone with respect
  - Keep it real
  - Make it right
- Circles can use great questions like:
  - What happened?
  - What do you think about it?
  - How has this affected you and others?
  - What has been the hardest thing for you?
  - What do you think we need to do to make things right?
  - What will you do next (to make things right)?

# Playground and Yard Rules

- The safety of all students is of prime concern to the staff at Dr. G. J. MacGillivray Public School. Students are expected to follow direction from yard supervisors to ensure safety. Yard supervisors all wear vests to be easily located. Students should follow the rules below.
- Playground Structures
  - **Students may:**
    - use structures in Spring/Fall
    - use at appropriately designated times
  - **Students may not:**
    - play tag
    - sit on top
    - flip around
    - hang upside down
    - run up the slide/one person at a time goes down
    - use the structures during the winter months (when the ground is frozen)
- On the Yard
  - **Students may:**
    - play non-contact games (hands and feet to yourself, tag-one hand light touch)
    - use classroom outdoor equipment
  - **Students may not:**
    - go in mud and on icy areas (no sliding on the ice or little hills)
    - climb fences/trees, yellow gate or bicycle rack
    - leave the yard to get anything that goes over the fence
    - take equipment from the gym storage room
    - piggyback, tackle, lift others, hang from soccer posts/basket nets
    - use cell phones
    - bring food or drink onto the yard
- Pavement Only
  - **Students may:**
    - play on the pavement at the back of school
    - use classroom equipment
  - **Students may not:**
    - play soccer or any games that involve long distance throwing (e.g., frisbee, football)