

# Lake Trail Community School Behaviour Flowchart

# WALK PROUD



**Positive** - *We are optimistic*  
**Resilient** - *We adapt to change*  
**Organized** - *We plan ahead*  
**Unified** - *We work together*  
**Diverse** - *We celebrate differences*

<b>Minor Behaviours</b> <i>Interfering with effective Learning and Learning Environment</i> Handled By The TEACHER	<b>Major Behaviours</b> <i>Interfering with effective Classroom and School-Wide Learning Environment</i> Handled by the ADMIN and outcome shared with staff where applicable
Late to Class Leaving Class Coming to Class Unprepared Off Task/Not Completing Work Disruptive Behaviour/Distracting Others Harassment (e.g. name calling, antagonizing) Inappropriate Language Back Chat/Arguing with teacher direction Refusal to Follow Instructions Throwing Objects Taking Others' Belongings Cell Phone Use (refusing to put away when asked)	Repeated Minor Behaviour (after restorative chats etc) Attendance (deliberate e.g. skipping or extended time away) Leaving School Grounds without permission Fighting / Violence Theft Physical Or Verbal Abuse of Staff and Student(s) Deliberate Damage of Property/Vandalism Bullying Substance Abuse and/or possession Cheating or Plagiarism Defiance Threats Weapons possession
<b>Intervention 1</b> Restate Expectations Request Change in Behaviour Invitation To Self-Correct Restorative Chat	<b>Step 1</b> <b>Submit a BIT form</b> Restorative Conference (possibly with parents) Direct Supervision Parent/Guardian Correspondence Phone suspension
<b>Intervention 2</b> <b>Behaviour Intervention Tracking (BIT) form</b> Relocate Student within The Class Take a Break Restorative Conversation Call Home/ Inform parents/guardians	<b>Step 2</b> <b>Submit a BIT form</b> Behavioural Management Plan Conduct Entry in MYED Suspension and Restorative Actions Parent/Guardian Meeting
<b>Intervention 3</b> Relocate Student to Another Class/another Adult for the class period Restorative Conversation Call Home/Inform parents/guardians	<b>Step 3</b> <b>Submit a BIT form</b> Conduct Entry in MYED Parent/Guardian Meeting Create Continuing Enrollment Agreement
<b>Intervention 4</b> <b>Submit a PROUD form</b> Refer To Administration and School Based Team (SBT)	<b>Step 4</b> <b>Submit a BIT form</b> Explore Alternative Pathways

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## Strategies for Safe, Learning Centred and Happy Classrooms

- PROUD School-Wide Initiatives (teaching attributes, recognition)
- Classroom Procedures & Routines (consistent and taught explicitly) e.g. enter/exit/seating
- Clear Classroom Expectations (posted in the classroom – referred to as needed)
- Review and Demonstrate Expected Behaviours

### Instructional Model

- Task Difficulty/Differentiation
- Activity Sequencing & Choice
- Active Supervision (move around the room/proximity/scanning the room)
- Opportunities To Respond (ways to hear all voices/responses)
- Establish Trust (set expectations for peer feedback and responding to questions)
- Build Rapport to Gain Classroom Cooperation (take time to know “whole” student)
- Tactical Ignoring (particularly with connection seeking students – redirect to a different way to get attention)
- Deal With Distractions Confidently (refer to class rules/routines and follow chart for next steps)

### Possible Interventions:

- Move to another space in classroom
- Move to another classroom or with another adult for the block (debrief later)
- Using Break Card/ Walk
- Quiet Corner/Relaxation Exercise
- Body Break (established length of time to leave the class for a walk etc.)
- Earned Preferred Activity (varied depending on the student)
- Verbal Warning/ Redirect (in private or quietly if possible)
- Call/Note to Parent-Guardian
- Private Conversation – Restorative Chat
- Community Service:
  - Picking Up Trash
  - Recycling - Cardboard
  - Cleaning Common Areas
  - Working In Office/For Teacher
- Other Natural Intervention e.g. cannot come in on time after break – stay in closer proximity to the school so we can help with remembering to be responsible for arriving in class on time
- Reflection Form (what happened before/during/after)
- Apology Note/ Journaling/Proposal for Restorative Action

**Treat behaviours as an opportunity for learning!**