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| **WALK**  **PROUD** | Logo  Description automatically generated | | **Positive -** *We are optimistic*  **Resilient -** *We adapt to change*  **Organized -** *We plan ahead*  **Unified -** *We work together*  **Diverse -** *We celebrate differences* |
| **Minor Behaviours**  ***Interfering with effective Learning and Learning Environment***  **TEACHER Led Behaviour Support and Interventions** | | **Major Behaviours**  ***Interfering with effective Classroom and School-Wide Learning Environment***  **ADMIN Led Behaviour Support and Interventions- outcomes 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 | |
| **Intervention 1**  Restate Expectations  Request Change in Behaviour  Invitation To Self-Correct  Restorative Chat | | **Step 1**  ***Submit a BIT form***  Return To Class Agreement  Restorative Conference (possibly with parents)  Direct Supervision  Parent/Guardian Correspondence | |
| **Intervention 2**   ***Behaviour Intervention Tracking (BIT) form***  Relocate Student within The Class  Take a Break  Restorative Conversation  Call Home/ Inform parents/guardians | | **Step 2**  ***Submit a BIT form***  Behavioural Management Plan  Conduct Entry in MYED  Suspension and Restorative Actions  Parent/Guardian Meeting | |
| **Intervention 3**  Relocate Student to Another Class/another Adult for the class period  Restorative Conversation  Call Home/Inform parents/guardians | | **Step 3**  ***Submit a BIT form***  Conduct Entry in MYED  Parent/Guardian Meeting  Create Continuing Enrollment Agreement | |
| **Intervention 4**  ***Submit a PROUD form***  Refer To Administration and School Based TeamSBT | | **Step 4**  ***Submit a BIT form***  Explore Alternative Educational Pathways | |

**Strategies for Safe, Learning Centred and Happy Classrooms**  
**Every day/week starts with a fresh slate!**  
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* 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