

ERIKSDALE SCHOOL BEHAVIOUR PROTOCOL

ERIKSDALE SCHOOL – PREPARING STUDENTS FOR THE FUTURE

In Eriksdale School, students learn to be better readers, writers, problem solvers and human beings.

We have four understandings that guide our discussions with students and decisions about behaviour.

- Be Kind
- Be Safe
- Be Honest
- Have Fun

Examples of behaviours that fall within the four understandings:

Be Kind

- Inappropriate language/swearing
- Unnecessary involvement in others' situations
- Not following directions (*could fall under be safe as well*)
- Disrespecting Staff
- Disrespecting school property
- Not following school scent policy (*could fall under be safe as well due to medical issues*)
- Mean teasing, taunting or name calling
- Repeated verbal intimidation (*could fall under be safe as well*)
- Vandalism of school property
- Coming to class prepared

Be Safe

- Roughhousing– *things are getting or have gotten out of hand, and someone is going to get physically hurt (pushing, shoving, scratching, etc.)*
- Physical contact to the detriment of others
- Being a bystander in an unsafe/inappropriate situation
- Repeated physical intimidation (*could fall under be kind as well*)
- Violent threats
- Fighting/weapons
- Smoking/Drugs/Alcohol
- Physical contact of a sexual nature
- Inappropriate clothing

Be Honest

- Lying to the detriment of others
- Stealing
- Inappropriate use of technology (*could fall under be safe or be kind as well*)
- Cheating off someone else's work
- Theft on a large scale

Have Fun

- Roughhousing – *playing is getting a little rough, needing a quick reminder to keep it fun and not so rough.*
- Fooling around in class/hallway (*could fall under be safe as well*)
- Loitering in the bathrooms/changerooms (*could be under fall safe as well*)

We manage issues that arise on a case-by-case basis. We aim to implement natural consequences that suit the behaviour, whenever possible, while incorporating elements of restitution and education. We believe these are important factors in creating long term change and facilitating growth. The possible consequences listed in this document is not an exhaustive list but are some ways in which we manage behaviours that come up.

Parents are encouraged to be active in their child’s education. If you have questions or want to talk to someone at the school, your child’s classroom teacher is the best person to talk to first. You can phone the school at 204-739-2635 or contact:

Grade	Teacher	Email
Kindergarten/Grade 1	Miss Laurel Roberts	robertl@lakeshoresd.mb.ca
Grade 2/3	Mrs. Lindsay Kirby	kirblin@lakeshoresd.mb.ca
Grade 3/4	Mrs. Amie Whiteside	whitesa@lakeshoresd.mb.ca
Early years teacher, Learning Support, and Vice Principal	Mrs. Toni Weatherburn	weathet@lakeshoresd.mb.ca
Grade 5/6	Ms. Crystal Buhler	buhlerc@lakeshoresd.mb.ca
Grade 5/6	Miss Vanessa Campbell	campbev@lakeshoresd.mb.ca
Grade 5/6	Mr. Tyler Medeiros	medeirt@lakeshoresd.mb.ca
Guidance/Support	Miss Jaide Pipella	pipellj@lakeshoresd.mb.ca
Grade 7/8	Mr. Jeremy Allen	allenje@lakeshoresd.mb.ca
Grade 7/8	Miss Courtney Granberg	granbec@lakeshoresd.mb.ca
K-8 Phys. Ed., Grade 7/8 Social Studies	Mr. Chayse Warkentin	warkenc@lakeshoresd.mb.ca
Principal	Ms. Sage Tozeland	tozelas@lakeshoresd.mb.ca

LEVEL ONE BEHAVIOURS

BEHAVIOUR EXAMPLES, INCLUDING BUT NOT LIMITED TO:	PROCESS	POSSIBLE CONSEQUENCES (INCLUDING BUT NOT LIMITED TO)
<p>Be Kind</p> <ul style="list-style-type: none"> • Not following directions • Unnecessary involvement in others' situations • Inappropriate language or swearing • Coming to class unprepared <p>Be Safe</p> <ul style="list-style-type: none"> • Roughhousing • Fooling around in class/hallway • Inappropriate clothing <p>Have Fun</p> <ul style="list-style-type: none"> • Fooling around in class or hallway 	<ul style="list-style-type: none"> • Problem solve with the staff member who is there, and the classroom teacher will be notified <i>if necessary</i> • Classroom teacher documents behaviour and consequence • Home contact will be made <i>when necessary</i> • Chronic level 1 behaviours may be addressed as a level 2 • Repeated behaviours will result in consultation with administration. 	<ul style="list-style-type: none"> • Making a plan with the teacher or staff to change problem behaviour. • Missing a recess to get caught up on work or to reflect on and discuss solutions to problem behaviour.

LEVEL TWO BEHAVIOURS

BEHAVIOUR EXAMPLES, INCLUDING BUT NOT LIMITED TO:	PROCESS	POSSIBLE CONSEQUENCES (INCLUDING BUT NOT LIMITED TO)
<p>Be Kind</p> <ul style="list-style-type: none"> • Disrespecting staff • Disrespecting school property • Not following school scent policy • Mean teasing, taunting or name calling <p>Be Honest</p> <ul style="list-style-type: none"> • Lying to the detriment of others • Stealing • Inappropriate use of technology • Cheating off someone else's work <p>Be Safe</p> <ul style="list-style-type: none"> • Roughhousing – <i>someone is going to get physically hurt (pushing, shoving, scratching, etc.)</i> • Physical contact to the detriment of others • Being a bystander in an unsafe or inappropriate situation <p>Have Fun</p> <ul style="list-style-type: none"> • Loitering in the bathrooms or change rooms <p>Chronic level one behaviours</p>	<ul style="list-style-type: none"> • Problem solve with the staff member who is there, and the classroom teacher will be notified • Classroom teacher documents behaviour and consequence • Home contact will be made • Will be referred to administration if behaviours are chronic 	<ul style="list-style-type: none"> • Parent contact • Missing recess • Cleaning or fixing messes that are made or items that were broken • Privileges such as sports, technology, etc. taken away for a period of time • Meeting with the staff, student(s), and/or principal to resolve issues. • Creating collaborative behaviour agreements with the teacher, student, parent, and/or principal • Reflection or guidance time with the counselor • Working in the office for a period of time • Half or full day in-school suspension

LEVEL THREE BEHAVIOURS

BEHAVIOUR EXAMPLES, INCLUDING BUT NOT LIMITED TO:	PROCESS	POSSIBLE CONSEQUENCES (INCLUDING BUT NOT LIMITED TO)
<p>Be Kind</p> <ul style="list-style-type: none"> • Repeated verbal intimidation • Vandalism of school property <p>Be Honest</p> <ul style="list-style-type: none"> • Theft on a large scale <p>Be Safe</p> <ul style="list-style-type: none"> • Violent threats • Fighting • Weapons • Smoking/drugs/alcohol • Physical contact of a sexual nature. • Repeated physical intimidation <p><i>Chronic level two behaviours</i></p>	<ul style="list-style-type: none"> • Automatic referral to administration • Home contact • In or out of school suspension 	<ul style="list-style-type: none"> • Missing recesses • Cleaning or fixing messes that are made or items that were broken • Privileges such as sports, technology, etc. taken away for a period of time • Meeting with the staff, students, parents, and/or principal to resolve issues. • Creating collaborative behaviour agreements with the teacher, student, parent and/or principal • Reflection or guidance time with the counselor • Working in the office for a period of time • 1-5 days in or out of school suspension • Behaviour and/or safety plans made in collaboration with admin, staff, student, and parents • Modified school schedule