



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 want our students and staff to be happy and healthy. This is something that one can learn, even if it is not easy and that is ok.

We have 4 understandings and 5 guiding principles that steer our discussions with students, decisions about behaviour and choices in our school.

4 Understandings Be Kind Be Honest Be Safe Have Fun	Eriksdale Eagles are: E – Empathetic – We care for one another A – Authentic – We are honest and true to ourselves and others G – Gritty – We bounce back in the face of challenges L – Leaders – We set a good example and help others E – Encouraging – We cheer each other on and stay positive S – Safe – We make our school a safe and respectful place
--	---

Examples of behaviours break 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 unprepared
Wasting class time

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
Not taking responsibility for one's own actions
Breaking any school contracts



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*)

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

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
Grade 5/6	Miss Vanessa Campbell	campbev@lakeshoresd.mb.ca
Grade 5/6	Ms. Nicole Kaartinen	wrightn@lakeshoresd.mb.ca
Grade 5/6/7 Hockey Academy	Mr. Tyler Medeiros	medeirt@lakeshoresd.mb.ca
Grade 5/6/7 Hockey Academy	Mr. Noel Bruce	bruceno@lakeshoresd.mb.ca
Grade 7/8 and Hockey Academy	Ms. Crystal Buhler	buhlerc@lakeshoresd.mb.ca
Grade 7/8	Ms. Randi-Leigh Michaniuk	michanr@lakeshoresd.mb.ca
K-8 Phys. Ed., Grade 7/8 Social Studies	Mr. Chayse Warkentin	warkenc@lakeshoresd.mb.ca
Learning Support and Vice Principal	Mrs. Toni Weatherburn	weathet@lakeshoresd.mb.ca
Guidance Teacher/ Learning Support and Vice Principal	Ms. Jaide Pipella	pipellj@lakeshoresd.mb.ca
Principal	Ms. Sage Tozeland	tozelas@lakeshoresd.mb.ca



We manage issues that arise on a case-by-case basis using a progressive discipline model. 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.

The level 1 and 2 behaviour list have an example of the progressive behaviour model in it.

Behaviours that occur infrequently will be treated as first offences or at the discretion of the principal. **For example:** if a student is playing video games on their computer when they are supposed to be working and have gone through the discipline process and then 4 weeks later are caught again playing video games, they will have a first-time consequence.

Level One Behaviours

Behaviour Examples, including but not limited to:	Process	Possible Consequences (including but not limited to)
<p>Be Kind Not following directions</p> <p>Unnecessary involvement in others' situations</p> <p>Inappropriate language or swearing</p> <p>Coming to class unprepared</p> <p>Be Honest Not taking responsibility for one's actions</p> <p>Be Safe Roughhousing</p> <p> fooling around in class/hallway</p>	<p>Problem solve with the staff member who is there, and the classroom teacher will be notified <i>if necessary</i></p> <p>Classroom teacher documents behaviour and consequence</p> <p>Home contact will be made <i>when necessary</i></p> <p>Chronic level 1 behaviours may be addressed as a level 2</p> <p>Repeated behaviours will result in consultation with administration.</p>	<p>Reflecting on own behaviour and exploring different options for responses</p> <p>Making a plan with the teacher or staff to change problem behaviour.</p> <p>Missing a recess to get caught up on work or to reflect on and discuss solutions to problem behaviour.</p>
<p>Inappropriate clothing</p> <p>Have Fun fooling around in class or hallway</p> <p>Not stopping when asked by staff or students</p>	<p>Progressive Model example</p> <p>When referred to the office, a typical progression would include:</p> <p>First time spoken to, discussion on alternative responses, given a warning</p> <p>Second time spoken to, discussion of what is prompting this behaviour and what could have been done differently, possible referral to guidance, contact home</p> <p>Third time everything in 2nd time + time in office (recess, rest of class, etc.) Next time it is treated as a level 2 behaviour</p> <p>Fourth time in school suspension for ½ day – parent meeting</p>	

Level Two Behaviours

Behaviour Examples, including but not limited to:	Process	Possible Consequences (including but not limited to)
<p>Be Kind</p> <p>Disrespecting staff</p> <p>Disrespecting school property</p> <p>Repeated not following school rules (be kind, safe, honest)</p> <p>Mean teasing, taunting or name calling, verbal or written</p> <p>Be Honest</p> <p>Lying to the detriment of others</p> <p>Stealing</p> <p>Inappropriate use of technology</p> <p>Cheating off someone else's work</p> <p>Be Safe</p> <p>Roughhousing – <i>someone is going to get physically hurt (pushing, shoving, scratching, etc.)</i></p> <p>Physical contact to the detriment of others smaller, unintended actions</p> <p>Being a bystander in an unsafe or inappropriate situation</p> <p>Have Fun</p> <p>Loitering in the bathrooms or change rooms</p> <p>Chronic level one behaviours</p>	<p>Problem solve with the staff member who is there, and the classroom teacher will be notified</p> <p>Classroom teacher documents behaviour and consequence</p> <p>Home contact will be made</p> <p>Will be referred to administration if behaviours are chronic</p> <p>Progressive Model example</p> <p>When referred to the office, a typical progression would include:</p> <p>First time Spoken to, explained the proper response, consequence as dictated by the behaviour, i.e. loss of technology for 1 week, rewriting test/work during lunch, loss of recess and contact home</p> <p>Second time of the same behaviour Loss of technology for 2 weeks, mark of 0 put in for test/assignment cheated on, loss of recess for the day</p> <p>Third time Move to level 3 behaviours</p>	<p>Parent contact</p> <p>Missing recess</p> <p>Cleaning or fixing messes that are made or items that were broken</p> <p>Privileges such as sports, technology, etc. taken away for a period of time</p> <p>Meeting with the staff, student(s), and/or principal to resolve issues.</p> <p>Creating collaborative behaviour agreements with the teacher, student, parent, and/or principal</p> <p>Reflection or guidance time with the counselor</p> <p>Working in the office for a period of time</p> <p>Half or full day in-school suspension</p>

Level Three Behaviours

Behaviour Examples, Including but not limited to:	Process	Possible Consequences (including but not limited to)
<p>Be Kind Repeated verbal or written intimidation</p> <p>Vandalism of school property</p> <p>Be Honest Theft on a large scale</p> <p>Be Safe Violent threats</p> <p>Physical contact to the detriment of others, larger action with intent to harm</p> <p>Fighting</p> <p>Weapons</p> <p>Smoking/drugs/ alcohol</p> <p>Physical contact of a sexual nature.</p> <p>Repeated physical intimidation</p> <p>Chronic level two behaviours</p>	<p>Automatic referral to administration</p> <p>Home contact</p> <p>In or out of school suspension</p>	<p>Missing recesses</p> <p>Cleaning or fixing messes that are made or items that were broken</p> <p>Privileges such as sports, technology, etc. taken away for a period of time</p> <p>Meeting with the staff, students, parents, and/or principal to resolve issues.</p> <p>Creating collaborative behaviour agreements with the teacher, student, parent and/or principal</p> <p>Reflection or guidance time with the counselor</p> <p>Working in the office for a period of time</p> <p>1-5 days in or out of school suspension</p> <p>Behaviour and/or safety plans made in collaboration with admin, staff, student, and parents</p> <p>Modified school schedule</p>