





Predictable Range of Responses

Classroom

Behaviour	
Example: Calling out in class	
Predictable Response	
1. Refer to matrix & acknowledge those who are following correctly in a positive manner	Example: “(Name), I love the way you are showing empathy in the learning space by letting others learn”
2. Acknowledge the behaviour that doesn't fit with the matrix <i>(1st warning)</i>	Example: “(Name), I appreciate that you have something to say, but are you showing empathy to others by letting them learn?”
3. Give opportunity for student to practice appropriate behaviour and give positive feedback in a timely manner	Example: “(Name), I love the way you are now showing empathy to others by putting your hand up and letting others learn, keep showing empathy to others”
4. If minor behaviour is continuing, students need to be moved within space. <i>(2nd warning)</i>	Example: “(Name), you are still not showing empathy to others as you are calling out, you need to come sit next to me / sit on this table.”
5. Quick 1:1 Conversation at end of class / session / lesson	Example: “(Name), Do you know why you are here? Using the matrix students identify the area of improvement. Are you okay today? Is there something I can do differently to help you? My expectations are always going to be the same. Remember, you need to put your hand up to show empathy for others who are learning in our future classes.”

Consequences

Practice...	Minor Deviation	Major Deviation	Critical
Excellence 	<ul style="list-style-type: none"> • Calling out/ not listening • Moving around class without permission 	<ul style="list-style-type: none"> • Swearing • Leaving the room without permission/ school grounds 	<ul style="list-style-type: none"> • Swearing directed at adult/ peers • Cyber violence
Determination 	<ul style="list-style-type: none"> • Off task behaviour • Inappropriate noise level 	<ul style="list-style-type: none"> • Refusal/ no work completed in lesson • Disruptive or cont. concerning noise level 	
Empathy 	<ul style="list-style-type: none"> • Distracting others from working • Inappropriate comment • Negative response to a direction • Minor unsafe action; play fighting 	<ul style="list-style-type: none"> • Cont. Significant disruption of classroom e.g. flipping tables • Derogatory targeted statement • Refusal to follow direction • Major unsafe action; scuffling in yard • Bullying 	<ul style="list-style-type: none"> • Instigating fights • Inappropriate sexual gestures • Racial / sexist comment • Physical / verbal violence to peers and staff • Damaging Property (e.g. windows, doors)
Pride 	<ul style="list-style-type: none"> • Careless use of material • Absent minded or careless littering • Uniform 	<ul style="list-style-type: none"> • Deliberate damage to school supplies • Deliberate littering • Cont. uniform deviations. 	<ul style="list-style-type: none"> • Stealing

Minor; PRR, refer to PBS, classroom teacher follow up, log on compass.

Major; PRR, refer to PBS, Small consequence (lead by teacher), repairing the harm to be uploaded onto Compass with incident, Phone call home. **Scuffling in the yard= loss of lunch.**

Critical; Sent home. Suspension. Log on compass. Repair the harm form prior to re-entering space at earliest convenience.

Repairing the Relationship

EXCELLENCE



DETERMINATION



EMPATHY



PRIDE



1. What negative behaviour did I display to be removed from the space?
2. How did my peers/teachers feel when I displayed this behaviour?
3. What strategies could I use next time ?
4. What do I think I need to do to make things right?
5. How am I feeling about the situation now? *List the emotions that you feel.*

Execute a solution: *The solution below is to be carried about by the teacher and the student.*

What should MY behaviour look like and sound like as I re-enter the space?

Example: I will stay focused in Period 2, by sitting next to a teacher -

List your solutions:

Signatures: _____ & _____

NOTES:

SMALL CONSEQUENCE- BIGGER OUTCOME

Cleaning the space

Cleaning the whiteboard

Walking around with you on Yard duty

Stacking the book shelf

Making sure the tables are clean etc

Need to do what is effective for the student...not what you perceive as fair.