Predictable Range of Responses <u>Classroom</u>

Behaviour

Example: Calling out in class

Predictable Response

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 (1st warning)

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. (2nd warning)

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	 Calling out/ not listening Moving around class without permission 	 Swearing Leaving the room without permission/school grounds 	 Swearing directed at adult/ peers Cyber violence
Determination DETERMINATION	 Off task behaviour Inappropriate noise level 	 Refusal/ no work completed in lesson Disruptive or cont. concerning noise level 	
Empathy	 Distracting others from working Inappropriate comment Negative response to a direction Minor unsafe action; play fighting 	 Cont. Significant disruption of classroom e.g. flipping tables Derogatory targeted statement Refusal to follow direction Major unsafe action; scuffling in yard Bullying 	 Instigating fights Inappropriate sexual gestures Racial / sexist comment Physical / verbal violence to peers and staff Damaging Property (e.g. windows, doors)
Pride	Careless use of material Absent minded or careless littering Uniform Classroom teacher folloging	 Deliberate damage to school supplies Deliberate littering Cont. uniform deviations. 	• Stealing

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

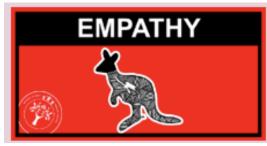
Major; PRR, refer to PBS, Small consequence (lead by teacher), repairing the harm to be uploaded onto Compass with incident, Phone call home. Scuffling in the yard= loss of lunch.

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

Repairing the Relationship









- **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.