

**GRONLID CENTRAL SCHOOL BEHAVIOUR MATRIX
SABRE SOLE**

| Respect for: | Self | Others | Learning | Environment |
|--|---|---|--|--|
| Classroom/ Library/Art Room | Be punctual & have all your supplies for class. Participate & engage in learning. | Enter/Exit quietly. Be considerate of others' opinions & beliefs. Respect your classmates' right to learn. | Challenge yourself & try your best. If you are having difficulties try to help yourself first. Ask questions & volunteer answers at appropriate times. | Place litter and recycling in appropriate containers. Store your belongings neatly. Leave your work space clean. Use school resources properly. |
| Lunch area | Wash your hands. Use your manners. | Follow instructions and rules from supervisor. If using a microwave, wait patiently and clean out after use. | A well-nourished body is better equipped to learn. | Sit while eating & remain in your home room until the bell. Use the vending machine appropriately. Clean up your area after eating. |
| Devices | . Lock your computer when away from your work station. Log off your computer when finished your class. | Keep your hand and eyes off of others' devices. | Devices are to be used for learning only. | No food or drink near devices. Return all equipment to its proper place. |
| Technology use | Be conscious of your digital footprint. Insure that what you post online is safe and respectful. | Respect others by being positive in your interactions on the internet. Post information about others only with their consent. | Access appropriate websites/applications. Notify teacher of inadvertent visits to inappropriate websites. | Follow the acceptable use policy guidelines for the NESD. Social media on your own devices and school property should only be used at designated times. |
| Hallways and Lockers | Walk in an orderly manner. Store your belongings neatly. Throw food away in garbage bins. | Use appropriate voice. Be patient when waiting to enter or exit a room. Leave others' belongings alone. | Move from one area to another quietly and quickly. | Place litter and recycling in appropriate containers. If you see garbage on the floor, pick it up. Respect displays posted on walls. |
| Washrooms and Drink Fountains | Flush the toilet. Wash your hands. Leave area clean. If getting a drink, do so quickly. | Be patient when waiting. Do not loiter. Use respectful voice. Leave area clean. | Return promptly. | Place paper towels in the garbage. Flush toilets. Leave cubicle door open when you leave. Report concerns to adults. |
| School Yard and Playground | Respect equipment and space. Report safety concerns to an adult. Use the correct doors. | Be inclusive. Use appropriate language. Be respectful to others, looking out for the younger students. | Follow instructions and rules from supervision. Support others in learning new activities. | Place litter in appropriate containers. Bring in equipment that you take out. Stay within the boundaries. |
| Assemblies and Special Events | Enter /Exit quietly youngest to oldest. Listen attentively. Respond politely. Sit where assigned. | Listen quietly to the presenter and stay seated. Ask to leave only if it is an emergency. | Listen attentively. Ask questions in a respectful manner. | Use the washroom before the assembly. Eat and drink elsewhere. |
| Bus Trips/Field Trips | Show safety awareness and remain in your seat. Use appropriate language and volume. | Demonstrate courteous behavior and be respectful to the bus driver. Be willing to share your seat. | Encourage others to act safely. Be a model of appropriate bus behavior. | If you have garbage, take it off the bus with you. Stay seated while the bus is moving. Keep your body inside the bus. Exit the bus in an orderly fashion. |
| Gym/Change Rooms | Put forth your best effort. Listen for instructions and follow the rules. Use your assigned change room basket. | Use respectful language. Look out for the safety and well-being of others. Play fair. | Support others in learning new activities. Be responsible for your learning. | Respect equipment and space. Leave the equipment room and change room tidy. |

Behaviour Leveling

Level 1

Level 1 behaviours are handled by the attending staff member.
Chronic level 1 behaviours **could result** in a referral to the school administration.

| | |
|--|---|
| <ul style="list-style-type: none"> - Assembly behaviour - Bus behaviour - Temporary damage of school property - Disrespect towards other students - Misuse of electronic devices - Food Theft - Gym behaviour - Hallway behaviour - Incomplete homework - Inappropriate Internet sites - Inappropriate print material - Lateness | <ul style="list-style-type: none"> - Litter - Non-compliance - Pushing - Playground behaviour - Talking out of turn - Teasing/derogatory remarks - Unprepared for class - Swearing (not directed at anyone) - Inappropriate clothing - Invasion of personal space - Parking lot behaviour - Wandering halls during class time |
|--|---|

Level 2

Level 2 behaviours are handled by the attending staff member.
Chronic or extreme level 2 behaviours **may result** in a referral to the school administration.

| | |
|--|---|
| <ul style="list-style-type: none"> - Cheating on an exam or major assignment - Inappropriate representation of school (sports, field trips, etc) - Willfully abusing school property - Opposition to authority - Lying - Refusal to conform to the rules of school | <ul style="list-style-type: none"> - Misuse of matches and/or lighters - Plagiarism - Racial and other derogatory slurs - Unexcused Absences - Neglect of duty - Bus behaviour to/from school |
|--|---|

Level 3

Level 3 behaviours will result in an immediate referral to the school administration.

| | |
|--|--|
| <ul style="list-style-type: none"> - Intimidation or threats - Irregular attendance - Dangerous use of vehicle - Defiance - Illegal substances (Tobacco products, Alcohol, Narcotics) - Fighting - Non Emergency Fire Alarm/911 | <ul style="list-style-type: none"> - Physical Aggression - Action which endanger the safety of others - Sexual behaviour - Sexual harassment - Swearing that is directed at an adult or student - Theft - Weapons - Vandalism or willful destruction of others' property |
|--|--|

Guiding Principles

Our behaviour plan...

- Promotes positive behavior and inclusive practices
- Conveys clear behavioural expectations
- Provides reasonable and consistent adult responses to behaviour (Fair is NOT always equal)
- Pre-corrects for anticipated behaviours and/or rule violations
- Respects the uniqueness of each student, each incident, and each set of circumstances
- Strives to make all interventions learning experiences

Additional Information:

- At all levels natural consequences and restrictions may be imposed and/or restitution by the student will occur.
- Chronic is defined as regular, repeated and frequent behaviors over a short period of time.
- Administration will communicate back to referring teacher regardless of level.
- When sufficient data is collected any teacher can refer a student to the RTI team.