

# Behaviour Expectations and Intervention Procedures

## Putting the Somersfield Academy Promise into Practice

Our promise is based on Somersfield Academy's (School) core values that the School is a learning community that practices peace, inspires intellectual curiosity, fosters independence and responsibility, embraces a sense of joy and wonder, honors the strength and courage to stand for truth, and instills respect for self and others.

The goals of the School are to create a safe and orderly environment that is conducive to learning for all students, and to develop in our students an awareness of how their personal actions affect others and the school community.

Therefore, the School believes that it is important for all students to be fully aware of what behaviors are expected from them and the procedures that will be followed to reinforce positive behavior, as well as those used if school policies are not followed.

## Our Behavior Expectations

All School students are expected to model the attributes reinforced by the Montessori and IB philosophies. Students are expected to be inquirers, knowledgeable, thinkers, communicators, open-minded, balanced, reflective, principled, responsible, and caring. These qualities should guide their behaviors and interactions at school, at home, and in the greater community.

The success of the School and thus every individual student is dependent on everyone having a sense of responsibility for:

- creating a safe and orderly environment;
- monitoring their own behaviors;
- showing respect to others;
- taking care of their own property or that which belongs to others; and
- keeping the School facilities in good condition and to a standard of which the school community can be proud.

## Behavior Expectations Chart

Acceptable Behaviors	Unacceptable Behaviors
<b>Responsibility for Learning</b>	
<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• come to school on time.</li> <li>• be prepared and ready to learn.</li> <li>• be engaged and focused learners in the classroom always trying their best in everything they do.</li> <li>• express ideas and information confidently, creatively and appropriately by understanding the power of language and how to use it positively.</li> <li>• move through hallways, lunch/recess areas and inside the classroom in an orderly manner and be respectful of other students.</li> <li>• foster a positive learning community by showing respect to all teachers, support staff, parents, volunteers, and students.</li> </ul>	<p>Behaviors that do not meet expectations:</p> <ul style="list-style-type: none"> <li>• excessive absences, tardiness, or skipping classes.</li> <li>• Excessive talking, loudness or other disruptive behaviors in class.</li> <li>• consistent refusal to follow expectations in the hallways and lunch/recess areas.</li> <li>• consistent refusal to follow adult instructions in or out of class.</li> <li>• being unprepared for class(es) frequently without required materials, books, completed homework, or unsigned agendas.</li> <li>• being academically dishonest by cheating or plagiarizing work.</li> <li>• showing patterns of rude or insulting comments to classmates or teachers, in or out of class, in regard to their intelligence, size, ability, race, color, religion, ethnicity, gender, socioeconomic status, or sexual orientation.</li> </ul>
<b>Responsibility to Self</b>	
<ul style="list-style-type: none"> <li>• take responsibility for their actions and act in a principled, responsible manner.</li> <li>• show commitment to the student dress code and always wear the appropriate school uniform or clothing with care.</li> </ul>	<ul style="list-style-type: none"> <li>• plagiarism/cheating, dishonesty, lying, using profanity, stealing, repeatedly blaming others, using/possessing tobacco, alcohol, or drugs,</li> <li>• inappropriate dress or failing to meet uniform standards and guidelines.</li> </ul>
<b>Responsibility to Others</b>	
<ul style="list-style-type: none"> <li>• be caring and respectful toward adults and other students; be considerate of the feelings of others by showing empathy and compassion.</li> <li>• speak to others in a positive manner; use language that is not offensive, insulting or inappropriate or that would demean another individual.</li> <li>• show tolerance and appreciation to the perspectives, values, and traditions of others.</li> <li>• represent themselves and their school with a sense of pride, both on and off campus.</li> </ul>	<ul style="list-style-type: none"> <li>• showing patterns of pushing, shoving, hitting, fighting, rough play, biting ,scratching, tripping, throwing objects with the intent of causing physical harm.</li> <li>• showing patterns of teasing, name calling, talking back, purposeful verbal or non-verbal harassment, intimidation or humiliation, slander; purposefully excluding others from groups or games; insulting comments about intelligence, size, ability, race, color, religion, beliefs, ethnicity, gender, socioeconomic status, sexual orientation, learning difficulties or disabilities; bullying/cyber bullying due to repetition and intent, as well as that which could cause serious injury.</li> <li>• showing patterns of unwanted physical conduct, including touching, pinching, pushing, and grabbing.</li> <li>• showing patterns of unwanted and unwelcome attention of a sexual nature which may be physical or verbal which creates an intimidating, hostile or offensive environment.</li> </ul>

	<ul style="list-style-type: none"> <li>• using/possessing sharp objects that could cause serious injury.</li> <li>• showing disrespect in the larger community.</li> </ul>
<b>Responsibility for Personal Property</b>	
<ul style="list-style-type: none"> <li>• take care of their own property and be respectful of the property of others.</li> <li>• use all school equipment in the manner that it was designed to be used.</li> <li>• recognise the importance of turning off all electronic devices during the school day and following the <i>Electronic Devices Responsible Use Policy</i> when working on a personal laptop or school computer on campus.</li> </ul>	<ul style="list-style-type: none"> <li>• using personal or school laptop, electronics without teacher-permission.</li> <li>• using a mobile phone during school hours.</li> <li>• consistently bringing games/toys or equipment (electronic equipment or cards) that are not permitted in school.</li> <li>• touching, taking, moving the property of others with the intent of stealing, damaging, or destroying it.</li> </ul>
<b>Responsibility for School Facilities</b>	
<ul style="list-style-type: none"> <li>• work to keep the facilities and environment in good condition and free of vandalism, litter and graffiti.</li> <li>• not damage school property in any way; remind or report anyone else who fails in that responsibility.</li> <li>• aim to bring trash free lunches to school to reduce waste and litter.</li> </ul>	<ul style="list-style-type: none"> <li>• damaging school property, lockers, materials in any way, which includes: writing on objects, putting graffiti anywhere on school property, defacing bathroom or other areas in school, destroying landscape, or purposely mishandling equipment in order to break it.</li> <li>• stealing/hiding or purposefully taking objects that belong to the school.</li> <li>• littering or vandalising or showing disregard for the physical environment.</li> </ul>

## Our Behavior Intervention Procedures

All school personnel are responsible for implementing firm, fair, and consistent support and discipline that encourage students to meet the School’s behavior expectations, and to develop skills for self-reflection, self-understanding, and self-discipline.

Each student is held responsible for his or her actions when under the supervision of School personnel. At the beginning of each year, teachers review this *Behavior Expectations and Intervention Procedures* with the School’s students. Specific classroom rules and procedures are also established in each division. Students receive positive reinforcement as well as an understanding of the clear and consistent consequences of any unacceptable behavior.

When any unacceptable behaviors are observed, parents, teachers, and students work together to help the child exercise responsible and acceptable behavior in the future. Division Heads who see patterns or escalation of unacceptable behaviors will use the *Behavior Intervention*

Chart on the following pages to track and monitor patterns in behavior and to determine appropriate interventions. If patterns of unacceptable behaviors persist, parents (and students, if appropriate) will be required to meet with the appropriate Division Head. In circumstances of harassment and/or bullying the Division Head or the Head of School may determine that the School's Anti-Harassment and Bullying Prevention and Intervention Plan should be followed.

## Behavior Intervention Chart

<b>Who Intervenes and Manages Case</b>				
Division codes for specific grade level interventions: Children's House (CH) Primary (P) Secondary (S)				
Level 1 Minor	Level 2 Significant	Level 3 Severe	Level 4 Extremely Severe	Level 5 Intolerable
Teacher's professional judgment	A pattern of escalating Level 1 behaviours or a significant offence	3 significant offences or 1 severe offence	4 significant offences or 1 extremely severe offence	5 or more significant offences or 1 intolerable offence
<p>-If minor offences continue, teacher follows Level 2 procedures.</p>	<p>-Teacher documents unacceptable behaviours and informs Division Head/Advisor/ Homeroom Teacher.</p> <p>-Division Head and/or Teacher informs parents depending on significance.</p> <p>The Student Support Team (SST) reviews and manages students at Level 2, and creates intervention strategies with teachers and other support staff, as required.</p> <p>- A parent conference may be required.</p>	<p>-Teacher submits an <i>Incident Report Form</i> or an Alleged Harassment or Bullying Initial Report Form (whichever applies) of severe offences to Division Head.</p> <p>-Division Head informs and discusses case with Principal and/or Student Support Team or the procedure in the Anti-Harassment and Bullying Prevention and Intervention Plan is followed (if applicable) .</p> <p>-Division Head or Principal informs parents depending on significance.</p> <p>- Division Head manages and documents case.</p> <p>-Parent conference required with Division Head or Principal depending on significance.</p> <p>-Division Head may request Counsellor/Student Services Coordinator or external support services to become involved.</p>	<p>-Teacher submits <i>Incident Report Form</i> or an Alleged Harassment or Bullying Initial Report Form (whichever applies) of significant or extremely severe offence to Division Head and Principal.</p> <p>-Division Head submits a case summary to Principal or the procedure in the Anti-Harassment and Bullying Prevention and Intervention Plan is followed (if applicable).</p> <p>-Principal informs parents of incident.</p> <p>-Principal manages and documents case.</p> <p>-Parent conference required with Principal.</p> <p>-Principal informs Division staff.</p>	<p>-Teacher submits <i>Incident Report Form</i> or an Alleged Harassment or Bullying Initial Report Form (whichever applies) of significant offence or intolerable offence to Division Head and Principal.</p> <p>- Principal informs parents of incident the procedure in the Anti-Harassment and Bullying Policy and Prevention and Intervention Plan is followed (if applicable).</p> <p>-Principal manages and documents case.</p> <p>-Parent conference required with Principal.</p> <p>-Principal informs Division staff.</p>

		<p>-Division Head and/or Counsellor/Student Services Coordinator discusses intervention strategies with teachers and other support staff, as required.</p> <p>-Division Head informs all Division staff when required in the event of a severe case.</p>		
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### Whole School Support Interventions

Division codes for specific grade level interventions: Children's House (CH) Primary (P) Secondary (S)

Level 1 Minor	Level 2 Significant	Level 3 Severe	Level 4 Extremely Severe	Level 5 Intolerable
Teacher's professional judgment	A pattern of escalating Level 1 behaviours or a significant offences	3 significant offences or 1 severe offence	4 significant offences or 1 extremely severe offence	>5 significant offences or 1 intolerable offence
<p>-Teacher reviews expectations for behaviour with all students at beginning of year.</p> <p>-Teacher has conversation with student to encourage resolution of problem.</p> <p>-Teacher issues verbal warning.</p> <p>-Teacher implements additional intervention strategies.</p>	<p>-Teacher implements various intervention strategies and informs parents and Division Head.</p> <p>- Student Support Team begins to track case and develops further intervention strategies.</p> <p>- If significant offence, parents meet with Division Head.</p>	<p>-Division Head meets with the student and informs the parents of the next steps.</p> <p>-In-school counselling and/or Behaviour Support Plans initiated, as required. (P/S)</p> <p>-Teacher implements recommendations from Student Support Team</p> <p>-Weekly behaviour tracking required by Division Head.</p>	<p>-Student/ family external counselling required with follow-up reports, as applicable.</p> <p>-Teacher implements recommendations from outside support personnel, as applicable.</p> <p>- Weekly behaviour tracking required by Principal.</p>	

### Consequences of Escalating Behaviours

Level 1 Minor	Level 2 Significant	Level 3 Severe	Level 4 Extremely Severe	Level 5 Intolerable
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<p><b>Determined by teacher</b> i.e. possible time out; loss of school privileges for specific amount of time (e.g. recess, field trip, etc.); extra work assignment, seat movement(P&amp;S)</p> <p><b>If behaviour persists, teacher moves student to the 2<sup>nd</sup> level</b></p>	<p><b>Determined by Teacher and/or Division Head:</b> i.e. time out, student spends time with Division Head or at home if welfare of others is being affected; loss of school privileges for specific amount of time (e.g. recess, field trip, etc.); possible detention or in-school suspension (P &amp; S) depending on significance</p> <p><b>Division Head moves student to 3<sup>rd</sup> level if 3<sup>rd</sup> significant offence occurs</b></p>	<p><b>Determined by Division Head and/or Principal:</b> i.e. Loss of school privileges for specific amount of time (e.g. recess, field trip etc.); child kept home and/or:</p> <p><b>1<sup>st</sup>. Offence-</b> detention with Principal (P); child spends time with Division Head (CH)</p> <p><b>2<sup>nd</sup> Offence-</b> in-school suspension (days determined by the Division Head and/or Principal)</p> <p><b>3<sup>Rd</sup> Offence-</b> in-school or possible out-of- school suspension (days determined by the Division Head and/or Principal); possible expulsion depending on significance</p> <p><b>Division Head moves student to 4<sup>th</sup> level if 4<sup>th</sup> significant offence occurs</b></p>	<p><b>Determined by Principal:</b></p> <p><b>4<sup>th</sup> Offence</b> – out of school suspension (days determined by the Principal); possible expulsion depending on significance; other educational options reviewed with parents</p> <p><b>Principal determines if child's situation has become intolerable</b></p>	<p><b>Expulsion</b></p>
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