



<b>TCSA POLICY</b>	
<b>TITLE</b>	Student Behaviour
<b>POLICY NUMBER</b>	21-10-V1
<b>PROGRAM NAME</b>	JK-Grade 12
<b>DOMAIN NAME</b>	Education
<b>EFFECTIVE DATE</b>	30-June-2023
<b>NEXT REVIEW DATE</b>	<b>30-June-2026</b>
<b>APPROVAL DATE</b>	30-June-2023
<b>ISSUING AUTHORITY</b>	Tłıchǫ Community Services Agency
<b>ACCREDITATION STANDARD</b>	N/A

## **POLICY AND GUIDING PRINCIPLE**

The regional Student Behaviour policy draws its authority from the NWT Education Act, Tłıchǫ Community Services Agency (TCSA) Safe and Caring Schools Policy, and guidance from NWT School Handbook, and the Inclusive Schooling Handbook. The TCSA is committed to ensuring a safe and effective learning environment for all students and staff. In order to achieve this the TCSA believes in a multi-tiered approach when attending to the behaviour, mental health, and wellness of students.

The TCSA believes in an approach that is culturally holistic, uses integrated service delivery models from within the community, is strength based, and trauma informed. The TCSA believes all students, staff, parents, and community members must work together to promote safe and caring schools where students feel empowered to learn in a consistent and predictable environment. It is the responsibility of all to ensure the principles of safety and trustworthiness, collaboration and choice, and relationship and engagement are embedded in our practice.

## **PURPOSE/RATIONALE**



TCSA schools have a commitment to safety and recognize that each student's behaviour is influenced by their mental health and wellness. Through an equity lens, schools will respond to the unique needs of the individual with the explicit goal to keep a student in school. All behaviour supports will focus on regulation, restoration, and education, as opposed to punitive measures. No student should be punished by excluding them from Tłicho Language and culture, physical education, or break times.

This policy will provide guidance on processes to foster trauma sensitive practices, instruction, and leadership to support students' mental health and wellness. The TCSA supports a whole school, whole community, and whole child approach to supporting student behaviours. All TCSA staff will use a trauma sensitive mindset of self awareness, an understanding of trauma and resilience, to guide decision making. The TCSA commits to providing on-going training for all staff in the areas of trauma sensitive practice, social-emotional learning, self-regulation, and crisis intervention models within a culturally supported practice.

## DEFINITIONS

**Intergenerational Trauma** describes the psychological or emotional effects that can be experienced by people who live with trauma survivors. Coping and adaptation patterns developed in response to trauma can be passed from one generation to the next [11].

**Major Incident** is one where there are chronic minor incidents, an incident which endangers themselves or others, involve drugs/alcohol/smoking, theft, or property damage. Major incidents may include elements of restitution, suspension (in or out of school), loss of privileges, referral to other services and/or to SBST. This is where a teacher cannot meet the needs of the student or are outside the teachers' ability to respond to the incident.

**Minor Incident** is one where a teacher or other school staff provides direction, support, and instruction to help a student regulate or behave appropriately. The staff should proactively provide clear and consistent expectations on behaviour, set routines, teach social-emotional regulation, support bullying programming, and other tier 1 supports. Repeated minor incidents may result in tier 2 behaviour supports.

**Multi-Tiered System of Support (MTSS)** is a framework that helps educators provide academic and behavioural strategies for students with various needs. MTSS is an integrated school-wide approach (universal, focused, intensive) which provides a structure for



supports for all students. It is inclusive of all students and recognizes the inherent worth of empowering all students and parents.

**School Based Support Team (SBST)** is a team with a shared vision, a focus on collaboration, collegial support, joint problem-solving and promising practices and strategies that result in teacher and student success. A SBST typically consists of Principal and/or Vice-Principals, Program Support Teachers, Teachers, and other school staff (Elders, support assistants, counsellors) as needed.

**Self-Regulation** is a framework to deal with stress so that calm is experienced in mind and body and from there begin to restore physiologically, emotionally, psychologically, and socially.

**Social - Emotional Learning** is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.

**Trauma** is an emotional experience that directly impacts each student in a slightly different manner but has a definite and lasting impact on learning. Experiencing trauma can harm a person's sense of safety, sense of self, and ability to regulate emotions and navigate relationships.

## **SCOPE/APPLICABILITY**

This policy will apply to all students registering at and attending TCSA schools, including alternative programming, and all TCSA Education staff.

All TCSA schools must have an internal process which includes:

- Minor incidents with associated office referral form for repeat behaviours
- Major incidents with associated office referral form
- Alignment with their Safe and Caring School Plan for bullying
- School Emergency Response Plan
- Personal Emergency Response Plan - for students as needed.

## **PROCEDURE**



## **The Staff's Role**

While most of this document deals with education, intervention, and support directly for students, a critical element of the TCSA's approach requires all staff to build their knowledge, self-awareness, and recognize their role in escalating / de-escalating situations. Staff must recognize and acknowledge the community of people required to support this mindset and therefore obligated to reach out for additional supports beyond the school community expanding into an integrated services delivery model. To that effect the TCSA expects all staff to use the following scale to build their capacity in trauma sensitive practices:

### **Learn**

- To ensure all staff have knowledge to understand trauma and its impact.

### **Reflect**

- To promote staff self-awareness regarding their own stress response to the situation.
- Every behaviour is a response to a need.
- Our personal beliefs and values may not align with the culture and belief of the community.

### **Practice**

- To foster student resiliency and recognize student strength.
- To realize the impact of trauma on students (understanding flight, fright, freeze and fawn).
- To set clear and consistent expectations of the procedures and protocols when dealing with behaviours and the mental health and wellness of students.
- To engage in stress management practices to improve student interactions.
- To understand that trauma goes beyond the individual student and may be intergenerational.
- To ensure that parents/guardians are regularly contacted regarding student behaviour and progress (including but not limited to after incidents).

## **Multi-Tiered Response**

### **Tier 1 - Classroom / Learning Spaces**

- Promote observation noticing triggers, dysregulation and implementing a stance of curiosity to understand the unmet need of the student - Example resources: Self



### Regulation and Fetal Alcohol Syndrome Consultation, Education and Training Services (FASCETS - neurodiversity)

- Recognize and develop student strengths (class review/profiles)
- Recognize signs of trauma in the classroom (fight, flight, freeze, fawn)
- Respond in a manner that promotes relationship over reproach - a response intended to partner with the student to help de-escalate/regulate stress reaction/survival instinct
- Resisting re-traumatization by approaching 'difficult behaviour' as a potential trauma exposure instead of a personality flaw
- Listen to the need communicated by the student/parent
- Recognize the student's limited ability to engage in academic learning while in a state of stress
- Receive training in Nonviolent Crisis Intervention (NVC), Supporting Individuals through Valued Attachments (SIVA), and/or Self-regulation
- Parent inclusion by connecting with parents regularly
- Building relationships
- Possible documentation in SSP or IEP
- Ensure instruction is at appropriate level
- Universal Design for Learning
- Use approved programming (Second Step, Healthy Relationships)
- Set routines and rhythm throughout the day to support a consistent and predictable day.
- Welcoming space to include diversity (physical evidence such as a pride flag).

### **Tier 2 - Classrooms and Beyond**

- Strong embedded tier 1 supports and interventions.
- Referral to SBST which may lead to other referrals - such as counselling, Peer Support Worker, Elder, mentor, Learning Center, cultural workers, PST, RISC
- Use of regulation spaces / tools
  - Up regulating - swings, stationary bike, balancing activities, brain games
  - Calm regulating - weighted vests, sensory rooms, assistive technology (headphones), teepee areas, breathing activities, walk.
  - Resilience / Restorative Groups
  - Applications (iPad)
  - Peer Support
- Documentation in SSP or IEP
- Consider the trigger / antecedent (ex: ABC Behaviour Chart)



- Use of self-regulation frameworks such as Zones of Regulation, How Does Your Engine Run, Mind Up Strategies
- Increase strength based opportunities (ex: selected for on the land camps, work experience, etc.)
- Consider involving student in development of approach.
- Regular review of interventions (adapting to changing needs of student)
- Parent inclusion connecting with parents/guardian.

### **Tier 3 - Beyond**

- Strong embedded tier 1 and 2 supports and interventions.
- Referrals to SBST - which may lead to other referrals for observation/evaluations - counselling, PST, Learning Center, Educational Psychologists, ASD Consultant, RISC, Child Development Team, Territorial Based Support Team
- Specialized programming or interventions - typically offered as pull out, directed / explicit intervention (example: sensory rooms, We Thinkers)
- Documentation in SSP or IEP - could include behaviour plans (with protocols for the approach taken with an individual student), or modified schedules.
- Personalized Emergency Response Plan
- Support staff - cycles of support, support during transitions, etc.
- Gradual release of interventions
- Consider involving student in development of approach.
- Parent inclusion connecting with parents/guardian.

### **The Student's Role**

Schools and staff are responsible for providing a multi-tiered pro-active approach as outlined above as well as providing a whole school approach to bullying as outlined in the TCSA Safe and Caring Schools Policy (4.318). Students are responsible for contributing to a safe and caring school environment. There are times where a student's behaviour may require interventions and/or consequences for their actions.

Under the Education Act (Section 35(1)) there are specific situations which may result in a suspension or expulsion. Suspensions and expulsions are under the discretion of the Principal and the TCSA Student Suspension and Expulsion Policy (4.308).

Other situations of inappropriate student conduct may require the Principal, Vice Principal, or classroom teacher to also provide consequences, restitution, restorative practice, or loss



of privileges to maintain a safe, respectful, caring, and effective learning environment. In these cases, the following guidelines should be observed:

- One size does not fit all - consider frequency, extenuating circumstances, age, a student's social development, impact on the school environment, severity, and duration of the situation when determining interventions and/or consequences.
- Progressive discipline should be used to help students improve their behaviour and learn from their choices.
- Examples of progressive discipline may include:
  - A conversation with the student (and associated staff)
  - Review of expectations for their behaviour and strategies for dealing with future events
  - Opportunities to fix/improve/repair the situation (ex: offer authentic apology, logical consequence to the student's action (knock over things - clean them up))
  - In school suspension
  - Restorative circle and/or practices
- Loss of privileges

## **PERFORMANCE MEASURES**

NA

## **CROSS-REFERENCES**

TCSA RCMP & Info Sharing Policy (4.314)

TCSA RCMP Investigation of Students Policy (4.313)

TCSA Safe and Caring School Policy (4.318)

TCSA Safe Schools & Schools Surveillance Cameras Policy (4.035)

TCSA Student Suspension & Expulsion Policy (4.308)

TCSA Mature Student Policy (21-09-V1)

AAS Safe and Caring School Plan

CJBS Safe and Caring School Plan

EMES Safe and Caring School Plan

JWGS Safe and Caring School Plan

MCS Safe and Caring School Plan

## **ATTACHMENTS**

NA



## REFERENCES

- NWT Education Act
- GNWT Harassment Free and Respectful Workplace Policy <https://www.fin.gov.nt.ca/en/resources/harassment-free-and-respectful-workplace-policy>
- NWTTA Code of Ethics /[https://nwttta.nt.ca/sites/default/files/2022-09/code\\_of\\_ethics\\_poster\\_-\\_english.pdf](https://nwttta.nt.ca/sites/default/files/2022-09/code_of_ethics_poster_-_english.pdf)
- GNWT Promising Practices for Respectful and Harassment Free School Communities
- Eller, John & Tom Hierck. *Trauma Sensitive Leadership – Creating a Safe and Predictable School Environment*. Solution Tree Press. 2022.
- NWT JK - 12 School Handbook Criminal code - Schedule 1 and 2 offences <https://laws-lois.justice.gc.ca/eng/acts/c-47/page-4.html> and <https://laws-lois.justice.gc.ca/eng/acts/c-47/page-5.html>

## APPROVAL

Reviewed and Approved By:

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Kevin Armstrong  
Chief Executive Office  
30-June-2023

Reviewed and Approved By:

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Ted Blondin  
TCSA Chairperson  
30-June-2023

