



TCSA POLICY	
TITLE	CJBS Student Behavior
POLICY NUMBER	New
PROGRAM NAME	JK-Grade 12
DOMAIN NAME	Education
EFFECTIVE DATE	June 26, 2023
NEXT REVIEW DATE	Oct 10, 2028
APPROVAL DATE	Oct 10, 2025
ISSUING AUTHORITY	Tłıcho Community Services Agency (TCSA)
ACCREDITATION STANDARD	N/A

POLICY AND GUIDING PRINCIPLE

The Chief Jimmy Bruneau School (CJBS) Student Behavior policy draws its authority from the *NWT Education Act*, 21-10-V1 TCSA Student Behaviour Policy, and the NWT School and Inclusive Handbooks. CJBS is committed to ensuring a safe and effective learning environment for all students and staff. In order to achieve this, CJBS practices a multi-tiered and culturally holistic approach when attending to the behavior, mental health and wellness of students.

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

CJBS has a commitment to safety and recognizes that each student's behavior is influenced by their mental health and wellness. Through an equity lens, CJBS will respond to the unique needs of the individual with the goal of keeping students in school. Behavior supports will focus on regulation, restoration and education, as opposed to punitive



measures. No student should be punished by excluding them from Tłıcho Language and culture, physical education, or break times unless as part of a suspension.

This policy provides guidance on processes to foster trauma-sensitive instruction and leadership to support students' mental health and wellness. CJBS supports a whole school, whole community and whole child approach to supporting student behaviors. All staff will use a trauma-sensitive mindset of self-awareness, an understanding of trauma and resilience, to guide decision-making. The school 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 with 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.

Major Incident is one where there are chronic minor incidents, an incident which endangers themselves or others, involves 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 support.

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 support 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 manage stressors 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 applies to students registering at and attending CJBS, including alternative and program and all CJBS Education Staff.

CJBS will have an internal process that includes

- Minor incidents with associated [CJBS Student Behaviour Referral Form](#) for repeat behaviors
- **Major incidents with associated incident report in PowerSchool**
- **Administration updating the incidents in PowerSchool with additional details and actions resulting from the incident**
- 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 these documents deal with education, intervention, and support directly for students, a critical element of CJBS approach requires all staff to build their knowledge, self-awareness, and recognition of their role in escalating/de-escalating student behaviour and situations. Staff must recognize and acknowledge the community of people required to support this mindset and, therefore, obligated to reach out for additional support beyond the school community, by expanding into an integrated services delivery model. To that effect, CJBS 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
- To understand that trauma goes beyond the individual student and may be intergenerational
- To realize the impact of trauma on students (i.e., flight, fright, freeze and fawn)

Reflect

- To prompt staff awareness, regarding their own stress response to the behaviour and situation
- Every behavior is a response to a need
- Consider our personal beliefs and values and how they may or may not align with the culture and beliefs of the community

Practice

- To foster student resilience and recognize student strengths
- To set clear and consistent expectations of the procedures and protocols when dealing with behaviors and the mental health and wellness of students
- To engage in stress management and self-care practices to improve student interactions
- To ensure that parents/guardians are regularly contacted regarding student behavior and progress (including but not limited to after incidents)

Multi-Tiered System of Response

Tier 1 - Classroom/Learning Spaces

- Universal Design for Learning (UDL)
- Use of trauma-informed language

Tier 2 - Classrooms and Beyond



- Identify students who need additional support through SBST referral which may lead to other referrals such as Counselling, Peer Support Worker, Elder, Mentor, Learning Center, cultural worker, PST, RISC
- Use regulation spaces/tools
 - Up regulating - swings, stationary bike, balancing activities, brain games
 - Down-regulating-weighted vests, sensory rooms, assistive technology (headphones), teepee areas, breathing activities, walk
 - Applications (iPad)
 - Peer Support
- Increase strength-based opportunities (e.x selected for on the land camps, work experience, cooking, baking, beading, sewing etc.)
- Consider small group instruction support
- Increased monitoring and feedback student and classroom behaviors
- Consider involving student in development of approach
- Regular review of interventions (adapting to changing needs of student)
- Parent inclusion connecting with parents/guardians early and often

Tier 3 - Beyond

- Strong Embedded Tier 1 And 2 Supports And Interventions.
- Referrals to SBST- which may lead to other referrals for observation/evaluation 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 students in the development of an approach.
- Parent inclusion connecting with parents/guardian

The Student's Role

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 21-14-V1 TCSA Student Suspension and Expulsion Policy.

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:
 - 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 an 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

CJBS Safe and Caring School Plan
21-09-V2 TCSA Mature Student Policy
21-10-V1 TCSA Student Behaviour Policy
21-14-V1 TCSA Student Suspension and Expulsion Policy
21-21-V1 TCSA Safe Schools Policy
21-24-V1 TCSA Inclusive Schooling Policy

ATTACHMENTS

Personal Emergency Response (TCSA template)



Behaviour contract
CJBS Incident report

REFERENCES

- NWT Education Act
- NWT School Handbook
- NWT Inclusive Schooling Handbook

APPROVAL

Reviewed and Approved By:

Chris Cochrane, Acting Principal, Oct 10, 2025

Reviewed and Approved By:

Linsey Hope, Director of Education, Oct 10, 2025