



PURPOSE/RATIONALE

EMES commits to safety and recognizes that each student's behaviour is influenced by their mental health and wellness. Through an equity lens, our school will respond to the unique needs of the individual with the explicit goal of keeping a student in school. All behavioural support 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 will guide processes to foster trauma-sensitive practices, instruction, and leadership to support students' mental health and wellness. EMES supports a whole school, whole community, and whole child approach to supporting student behaviours. Our school staff will use a trauma-sensitive mindset of self-awareness, an understanding of trauma, and resilience to guide decision-making. EMES commits to providing ongoing 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.

Major Incident is one where there are chronic minor incidents, an incident that endangers themselves or others, involves drugs/alcohol/smoking, theft, or property damage. Major incidents may be resolved using 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 teacher's 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) that 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. An 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 begins 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 and attending EMES, including alternative programming, and our entire school staff.

EMES has an internal process which includes:

- Minor incidents with associated [EMES Behaviour Reporting Form](#) for repeat behaviors
- **Major incidents with associated incident reports in PowerSchool**
- **Administration is 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 this document deals with education, intervention, and support directly for students, a critical element of our 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 support beyond the school community, expanding into an integrated services delivery model. To that effect, EMES expects all staff to use the following scale to build their capacity in trauma-sensitive practices:

Learn

- To ensure all staff 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 beliefs 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, MEP, or IEP
- Ensure instruction is at the appropriate level
- Universal Design for Learning
- Use approved programming (Second Step)
- 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, and walking.
 - Resilience / Restorative Groups



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- o Applications (iPad)
- o 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, and Mind Up Strategies
- Increase strength-based opportunities (ex: selected for on-the-land camps, hands-on learning/projects, etc.)
- Consider involving students in the development of an approach.
- Regular review of interventions (adapting to the changing needs of the student)
- Parent inclusion connecting with parents/guardians.

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 students in the development of an approach.
- Parent inclusion connecting with parents/guardians.

The Student's Role

EMES administration and staff are responsible for providing a multi-tiered proactive approach as outlined above, as well as providing a whole school approach to bullying as outlined in the EMES Safe and Caring Schools Plan and 21-21-V1 TCSA Safe Schools Policy. Students are responsible for contributing to a safe and caring school environment. There are times when a student's behaviour may require interventions and/or consequences for their actions.



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Under the Education Act (Section 35(1)), there are specific situations that 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:
 - 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 an authentic apology, a 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

EMES Safe and Caring School Plan
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
Behaviour contract



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EMES Incident report
Program Support Steps
EMES Recording and Reporting Steps
EMES ABC Behaviour Chart

REFERENCES

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

APPROVAL

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