

Positive Behaviour Plan

OLR 2025/2026

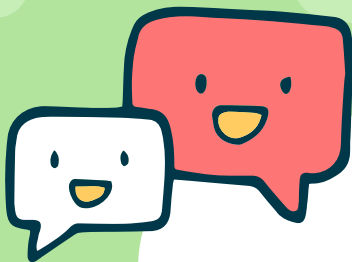




PERMEATION

We are growing in community, by gaining a shared understanding of discipline from a Catholic viewpoint, in order to create a safe and caring environment for students to exhibit positive behaviors.





“Rules without
relationships, equals
rebellion”

Josh McDowell - Christian
Apologetic and Author





TRAUMA INFORMED



Know Your Learner through the Trauma Lens

– Bruce Perry

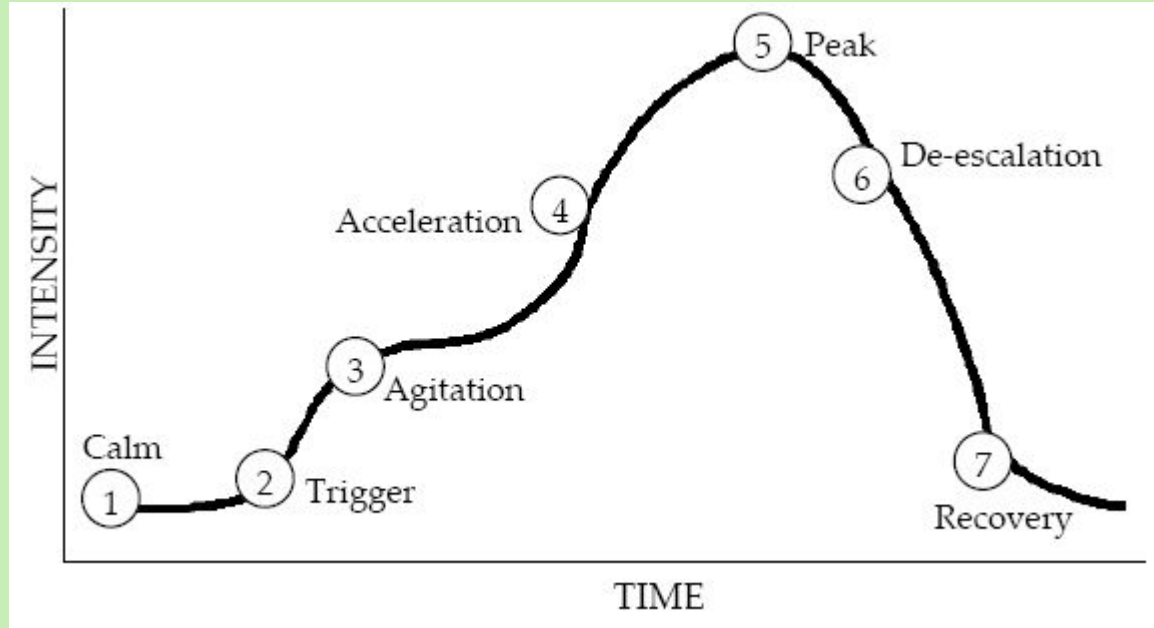


Socioeconomic status: increases the probability of “sensitizing” patterns

Positive Experiences: need many in order for traumatized children to trust again

Comfort Zone: tolerance, sensitization and effect of response to stress

Positive Behaviour Supports



The best time to teach a new or replacement behaviour is when the student is in the calm phase of the cycle.

The sequence of engagement should always be “regulate, relate, then reason.”

Understanding dysregulation: How to Support a Highly Emotional Child



Dysregulation occurs when the brain responds to sensory input in a manner that triggers the alarm state.



When a child is dysregulated, it is harder to listen, comprehend, and cope.

Remember the Three "R"s

Regulate

focus on soothing your child. Make them feel calm, safe, and loved.



Relate

Validate their feelings with your words and tone of voice. "I know you're upset right now." "This is very hard". Focus on connecting with your child.

Reason

Once your child is calm, now it is time to talk about alternatives to behaviors while reinforcing limits you set before. You can reassure them you love them but that the behavior they're exhibiting is not ok.



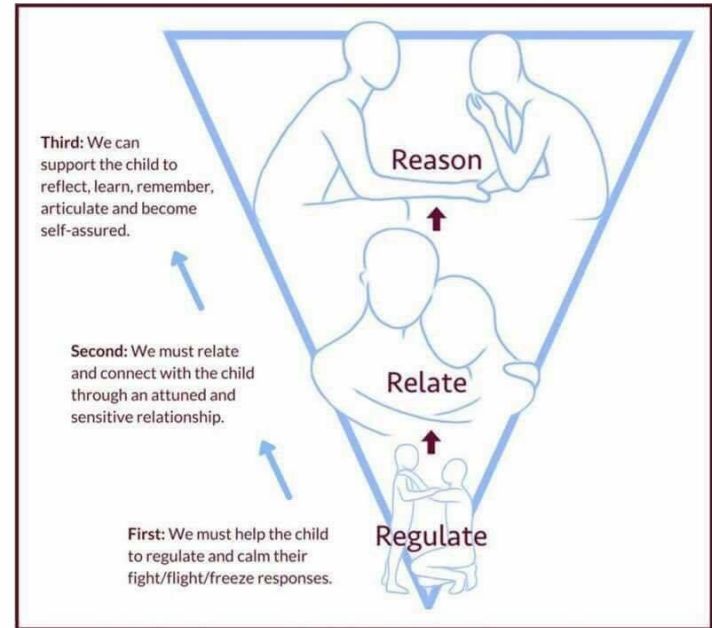
Until a child is regulated, they are unlikely to related to you (feel connected & comfortable). And until a child is related, they are unlikely to have the mental capacity to reason with you.

<http://www.thinkkids.org/regulate-relate-reason/>

<https://jessicalangtherapy.com/blog/regulate-relate-reason-brain-state/>

The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

Through the Trauma Lens

—Bruce Perry

1. Be calm, be present, be fair, but not afraid
2. “New normal”
3. Appropriate touch
4. Sense of humour
5. Movement
6. Development awareness

EOLR Expectations for Positive Behaviour



- ❖ Advocate for school and students.
- ❖ Treat each student as you would want your own child treated.
- ❖ Discipline in private whenever possible.
- ❖ No group punishment e.g. entire class kept in for recess.
- ❖ Communicate behaviour interventions with parents.
- ❖ Use positive reinforcement rather than negative.
- ❖ Focus on relationship

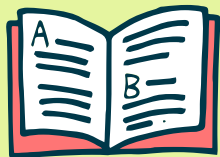
This aligns with Trauma Informed and Response Model Practices






WHEN STUDENTS VISIT THE OFFICE...

What is our process?





Unacceptable behaviour by students: Examples of unacceptable behaviour may include but are not limited to: (Section 12 of the School Act, 2015)

- behaviours that interfere with the learning of others and/or the school environment or that create unsafe conditions;
- acts of bullying, harassment, or intimidation/discrimination;
- acts of violence, physical aggression or threatening behavior;
- theft or damage of property

Consequences of unacceptable behaviour may include but are not limited to: (School Act, 2015)

- “making it right” (restitution) appropriate to the situation
- counselling and teaching the acceptable behaviour explicitly
- removal from environment for a time
- in or out-of-school suspension

**Consequences of unacceptable behaviour will take into account the student’s age, maturity and/ or individual circumstances.

Our process



Unacceptable behaviour happens,
removal from environment for a time



Now what,
our focus is reconciliation.

Final step

Communicate with staff and seek feedback.



Always..

Home will be contacted**



Work towards


service and acts of reconciliation for other office visits.




Positive relationships remain intact!



The Golden Rule:

At EOLRS we treat others like we want to be treated.

Playground	Hallways and Boot Rooms	Classroom	Technology
			

Gym	Washroom	Library
		

God Wants Us To

Show Respect

Be Kind

Help Others

Keep Everyone Safe

Safe and Caring Schools AP

Teaching Quality Standard

Fostering Effective Relationships

- 1. A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.**

Achievement of this competency is demonstrated by indicators such as:

- (a) acting consistently with fairness, respect and integrity;
- (b) demonstrating empathy and a genuine caring for others;

Supporting Positive Behaviour in Alberta Schools

A school-wide approach

Key elements of a school-wide approach to positive behaviour supports:

- 1 Positive relationships
- 2 Modification of the school environment
- 3 Differentiated instruction
- 4 School-wide behavioural expectations
- 5 Social skills instruction
- 6 Positive reinforcement
- 7 Fair and predictable consequences
- 8 Collaborative leadership
- 9 Data-driven decision making
- 10 Action plan for school change

This resource also includes information from *BOATS: Behaviour, Observation, Assessment and Teaching Strategies*, 2nd edition (2007), by Karen Bain and Brenda Sautner, published by the Special Education Council of the Alberta Teachers' Association.





Questions?

