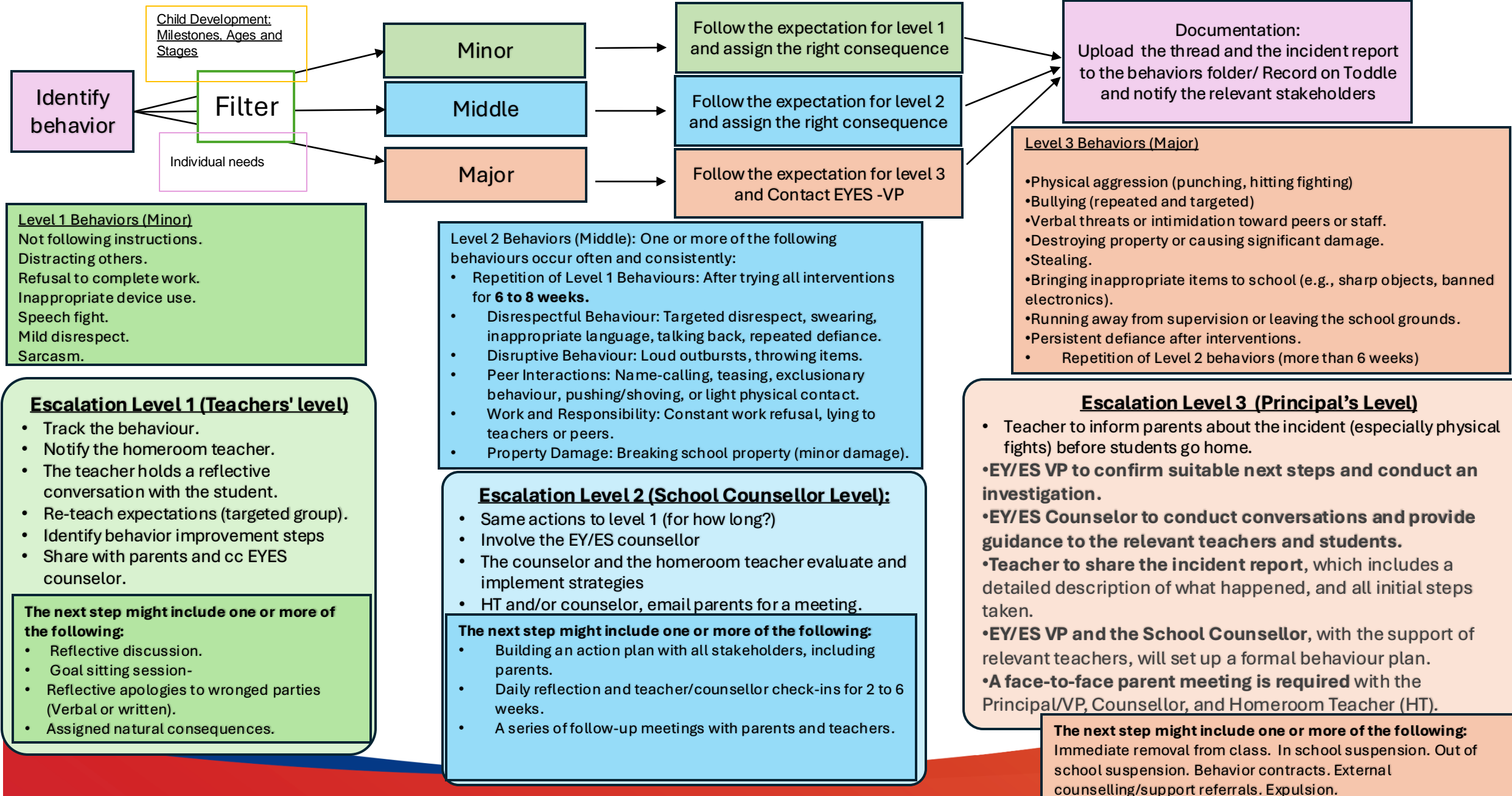


EY/ES Behavior Flowchart

This behavior flowchart below outlines the potential actions a student might take, along with the corresponding consequences that can be applied. This guide is designed to ensure consistency and fairness in managing student behavior, helping to maintain a positive and respectful learning environment at CISB.



Identify behavior

Filter

Child Development: Milestones, Ages and Stages

Individual needs

Minor

Middle

Major

Level 1 Behaviors (Minor)
Not following instructions.
Distracting others.
Refusal to complete work.
Inappropriate device use.
Speech fight.
Mild disrespect.
Sarcasm.

Minor

Middle

Major

Follow the expectation for level 1 and assign the right consequence

Follow the expectation for level 2 and assign the right consequence

Follow the expectation for level 3 and Contact EYES -VP

Documentation:
Upload the thread and the incident report to the behaviors folder/ Record on Toddle and notify the relevant stakeholders

Level 2 Behaviors (Middle): One or more of the following behaviours occur often and consistently:

- Repetition of Level 1 Behaviours: After trying all interventions for **6 to 8 weeks**.
- Disrespectful Behaviour: Targeted disrespect, swearing, inappropriate language, talking back, repeated defiance.
- Disruptive Behaviour: Loud outbursts, throwing items.
- Peer Interactions: Name-calling, teasing, exclusionary behaviour, pushing/shoving, or light physical contact.
- Work and Responsibility: Constant work refusal, lying to teachers or peers.
- Property Damage: Breaking school property (minor damage).

Level 3 Behaviors (Major)

- Physical aggression (punching, hitting fighting)
- Bullying (repeated and targeted)
- Verbal threats or intimidation toward peers or staff.
- Destroying property or causing significant damage.
- Stealing.
- Bringing inappropriate items to school (e.g., sharp objects, banned electronics).
- Running away from supervision or leaving the school grounds.
- Persistent defiance after interventions.
- Repetition of Level 2 behaviors (more than 6 weeks)

Escalation Level 1 (Teachers' level)

- Track the behaviour.
- Notify the homeroom teacher.
- The teacher holds a reflective conversation with the student.
- Re-teach expectations (targeted group).
- Identify behavior improvement steps
- Share with parents and cc EYES counselor.

The next step might include one or more of the following:

- Reflective discussion.
- Goal sitting session-
- Reflective apologies to wronged parties (Verbal or written).
- Assigned natural consequences.

Escalation Level 2 (School Counsellor Level):

- Same actions to level 1 (for how long?)
- Involve the EY/ES counsellor
- The counselor and the homeroom teacher evaluate and implement strategies
- HT and/or counselor, email parents for a meeting.

The next step might include one or more of the following:

- Building an action plan with all stakeholders, including parents.
- Daily reflection and teacher/counsellor check-ins for 2 to 6 weeks.
- A series of follow-up meetings with parents and teachers.

Escalation Level 3 (Principal's Level)

- Teacher to inform parents about the incident (especially physical fights) before students go home.
- **EY/ES VP to confirm suitable next steps and conduct an investigation.**
- **EY/ES Counselor to conduct conversations and provide guidance to the relevant teachers and students.**
- **Teacher to share the incident report**, which includes a detailed description of what happened, and all initial steps taken.
- **EY/ES VP and the School Counsellor**, with the support of relevant teachers, will set up a formal behaviour plan.
- **A face-to-face parent meeting is required** with the Principal/VP, Counsellor, and Homeroom Teacher (HT).

The next step might include one or more of the following:
Immediate removal from class. In school suspension. Out of school suspension. Behavior contracts. External counselling/support referrals. Expulsion.

Display Student Work

Find a space in your class or in the corridors to display the student's work. Clearly label it with the learning story so people have context for what was expected.

Share The Success Story #2

Ask if the student is comfortable sharing it more publicly. Respect anonymity if requested.
Find an opportunity to share via assembly, or via school socials/marketing.

Verbal Praise

Commend the student one on one. Be specific about what you appreciate.
"Great job on your presentation today! Your research was thorough, and you explained your points clearly."
Ask if they're comfortable sharing it with the group/class.

Identify Success

Personalized note
Give the student Personalized note, for example, giving a note for their achievement or for exemplary/improved behavior. Use regular awards to keep motivation from all students.

Contact Parents

Send an email or phone home to the student's parents to explain the student's accomplishments.
"I just wanted to let you know that ____ has been doing an excellent job in class and showed great improvement in their last project."

Share The Success Story #1

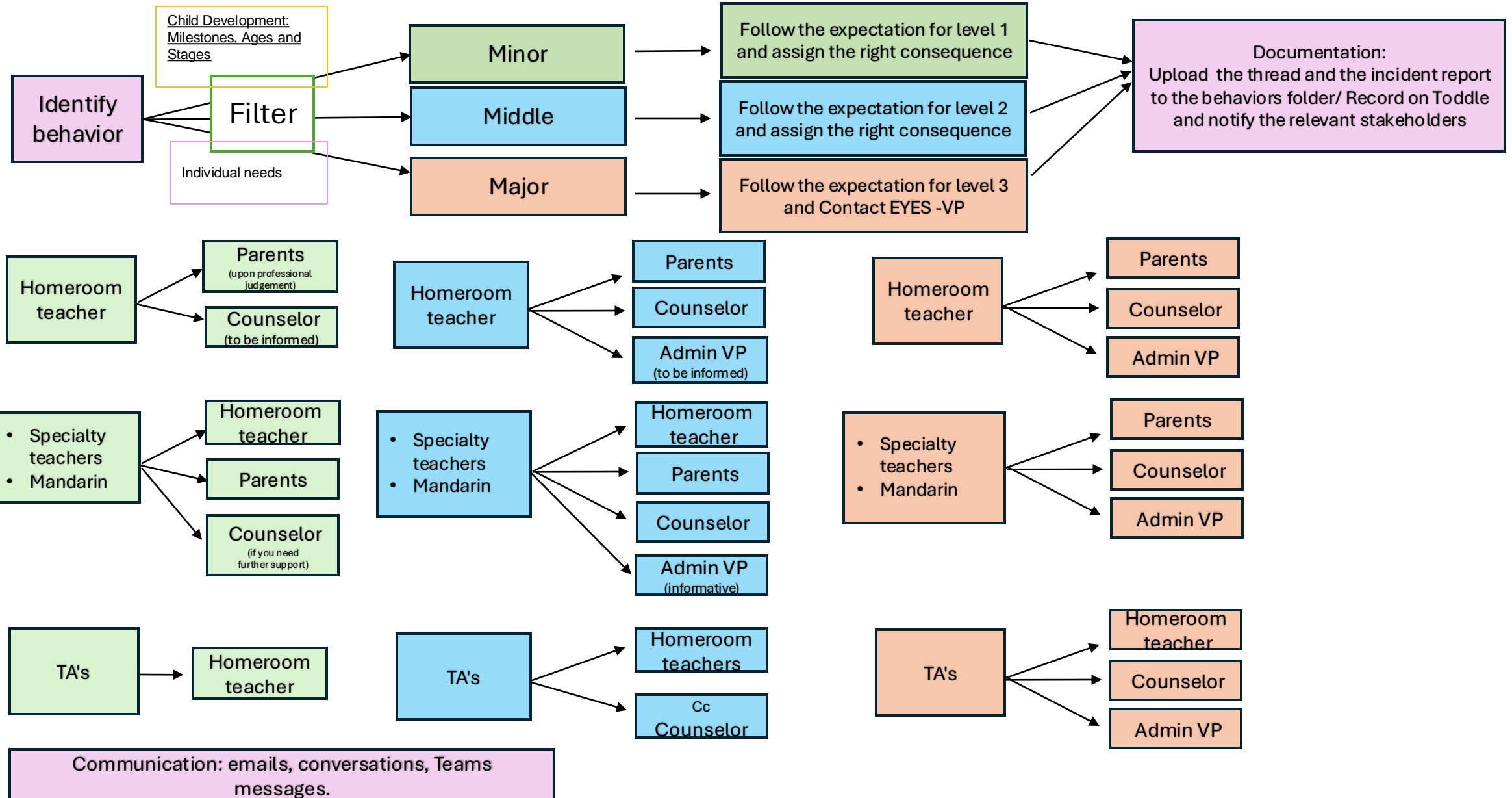
Ask if the student is comfortable sharing it with other teachers. Respect anonymity if requested.
Share the success with Homeroom/GLL/School Counsellor /Principals

Special Privileges

Reward students with special privileges such as a homework pass, leading a class activity, or choosing a class game.
"As a reward for your consistent effort, you get to choose the next *class activity*."

Communication Process

Effective communication among teachers and staff regarding student behavior ensures consistency, support, and appropriate interventions.



Filtering Behavior

Understanding age-appropriate behaviors & individual needs

"Not all behavior is "misbehavior"—some actions are developmentally normal.

Before applying consequences, we must filter behaviors through the lens of age, individual needs, and brain development.

3 questions:

- *Is this behavior developmentally expected for the child's age/stage?*
 - *What need or emotion is the student communicating?*
- *Will my response teach a skill or just stop the behavior short-term?*

Why filtering the behavior matters

- Avoid over-punishing/ use unhelpful consequences/ typical behaviors (e.g., a 5-year-old interrupting).
- Prevent power struggles by aligning expectations with developmental stages.
- Tailor responses to support growth, not shame students. Learning opportunity for ALL

5–6 Years Old

Brain Development

- Prefrontal cortex (self-control) is *immature*—impulse-driven.
- Limited emotional regulation; may cry/yell when frustrated.

Typical Behaviors

- Interrupting conversations
- Needing reminders for routines
- Short attention spans (5–10 mins)
- Physical reactions (grabbing, pushing when upset)
- Engages in cooperative play and begins to understand rules and fairness.
- Shows empathy and can identify emotions in others.
- Begins to develop a sense of right and wrong.

Potential Behavioral Challenges:

- **Minor:** Occasional defiance, testing boundaries.
- **Medium:** Lying to avoid consequences, difficulty taking turns.
- **Major:** Frequent aggression, refusal to participate in group activities, persistent defiance beyond 5–10 mins

Developmental Insight:

Children at this age are developing a "theory of mind," which allows them to understand that others have different thoughts and feelings (Wellman, 2014). Defiance and lying are normal as they explore social norms and test boundaries

7–8 Years Old

Brain Development:

- Better impulse control but still inconsistent.
- Strong sense of fairness ("That's not *just!*")

Typical Behavior:

- Testing limits (e.g., "Why do I have to?")
- Forgetfulness (lost items, incomplete work)
- Social conflicts (friendship drama, tattling)
- Forms close friendships.
- Shows increased independence and problem-solving skills.
- Understands rules more deeply.
- Attention span improves (15–20 minutes).

Potential Behavioral Challenges:

- **Minor: Arguing with peers**, occasional mood swings.
- **Medium: Excluding peers**, difficulty accepting criticism.
- **Major:** Bullying, chronic lying, or stealing, chronic aggression, refusing all directives for hours

Developmental Insight:

Children at this age are developing a stronger sense of self and are influenced by social comparisons (Harter, 2012). Arguing and excluding peers are normal as they navigate fairness and social dynamics.

9–11 Years Old

Brain Development:

- Improved reasoning but heightened peer awareness.
- May mimic older kids' risky behaviors.

Typical Behavior:

- Eye-rolling / mild backtalk
- Peer-influenced rule-bending (e.g., "But *they* did it!")
- Strong emotional reactions to embarrassment
- Develops deeper friendships and seeks peer approval.
- Shows increased responsibility and self-discipline.
- Understands abstract concepts like fairness and justice.
- Attention span extends to 30–45 minutes/ engages in hobbies

Potential Behavioral Challenges

- **Minor:** Peer conflicts, occasional backtalk.
- **Medium:** Cliquish behavior, testing authority.
- **Major:** Defiance, cheating, or engaging in risky behaviors, malicious bullying, complete withdrawal for days

Developmental Insight:

Pre-adolescents are developing a stronger sense of identity and autonomy (Erikson, 1963). Peer conflicts and cliquish behavior are normal as they seek peer approval and explore their social identity (Brown & Larson, 2009).

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