

# Creating Classroom Respect Agreements: A Five-Step Process for Teachers

## Preparation and Materials:

Large flip chart/pen and copies of the Four Quadrants of Respect for each student. Recreate the Four Quadrants on at least two flip chart pages.

## Benefits Of Creating Respect Agreements

At the beginning of the school year or semester, you can co-create respect agreements with your students. Creating agreements benefits both you and your students in multiple ways:

- a. Sets the tone for how people will behave with one another.
- b. Teaches students critical thinking, problem-solving and pro-social skills.
- c. Includes students in the decision making process, gaining greater buy-in.
- d. Models collaborative approaches to decision making.
- e. Decreases problems and disruptions in the classroom over the year or semester.

## 1. SET CONTEXT

Let the class know that you are committed to building positive and respectful relationships with them and between students. One of the ways you plan to do this is to create Classroom Respect Agreements with them. Together the class will help to create agreements, fine-tune them and then make a commitment to adhere to the agreements by signing and following them throughout the year or semester. Provide an overview of the process.

- a. The Teacher Respecting Students: Talk in a calm voice.
- b. The Students Respecting The Teacher: No name-calling.
- c. Students Respecting Themselves and Other Students: Don't talk during a test
- d. All of Us Respecting the Facilities and Equipment: Put trash in trashcan.

## 2. FOUR QUADRANTS OF RESPECT

Hand out the **Four Quadrants of Respect**. Let the students know that they will first be filling out the four quadrants individually. Give the students one example for each quadrant so that they have a clear idea of what you are asking of them. Here are some examples:

1. **The Teacher Respecting Students:** Talk in a calm voice.
2. **The Students Respecting The Teacher:** No name-calling.
3. **Students Respecting Themselves and Other Students:** Don't talk during a test
4. **All of Us Respecting the Facilities and Equipment:** Put trash in trashcan.

### 3. PRIORITIZE IDEAS

Have the students prioritize their ideas in each quadrant by numbering their top four 1-4. On the large flip chart ask each student to share his or her number one idea for quadrant #1. If the idea has already been shared, the student shares his or her number 2 idea for that quadrant.

Example of student prioritizing ideas for [The Teacher Respecting The Students Quadrant](#):

1. Be careful not to embarrass students.
2. Help when someone needs help.
3. Problem solve –don't give dirty looks.
4. Take time to listen to student's concern.

Then move onto the next quadrant until all four have been covered.

### 4. COMBINE IDEAS & FINALIZE AGREEMENTS

Have the students help you to combine similar ideas and fine tune the agreements. Check in with the students if there are any other agreements they would like to see added. Check with the students if they have any concerns with an agreement. Have him or her share what the concern is and a proposed change to the agreement that would make it work for them. If someone is adamantly opposed to an agreement, have them take a day to think about it and check back in the following day or time when you meet again.

### 5. FINALIZE AGREEMENTS

Put the agreements on a paper and have each student sign it. If someone refuses to sign, meet with him or her one-on-one to discuss their resistance. Usually, students end up signing the agreement on their own.

Take the agreements and put them on poster board to hang up on the classroom wall. Refer to the agreements when either you or the student slips and doesn't keep the agreement. Make corrections through connections with the students.

## FOUR QUADRANTS OF AGREEMENTS

*1. Teachers Respecting Students*

*2. Students Respecting Teachers*

*3. Students Respecting Teachers*

*4. All of Us Respecting School Facilities  
and Equipment*

## Questions Asked During Restorative Discipline

1. *What happened?*
2. *What were you thinking feeling at the time?*
3. *What have you thought about since?*
4. *Who has been affected by what happened?*
5. *How were they affected?*
6. *What do you think needs to happen to make things right?*

## How does the student behavior impact the learning environment?

A behavior that does **NOT SIGNIFICANTLY** disrupt the learning environment.

A behavior that **SIGNIFICANTLY** disrupts the learning environment.

A behavior that **SIGNIFICANTLY** disrupts the learning environment and **possibly jeopardizes the safety of self and/or others.**

Examples include but are not limited to:

- Inappropriate language
- Refusal to follow adult directions
- Incessant talking
- Inappropriate cell phone use
- Argumentative
- Insubordination

*Examples include but are not limited to:*

- Communicating Threats
- Repeated Dress Code Violations
- Damaging School Property/Vandalism
- Fighting
- Gang Activity
- Obscene Language/Gestures
- Possession of Pornography/Profane Material
- Graffiti

Has the same behavior occurred three times recently in your classroom?

YES

Referral: Teacher pushes the panic button and someone will come to the class to escort the student to the Thinkery Room.

Referral: Teacher sends referral to the principal's secretary for principal court action.

NO

Thinkery Room  
The coordinator will counsel the student regarding his/her behavior and arrange a meeting, if necessary, with the teacher and student to restore the relationship.

Referral to the principal: **Illegal offenses** such as:

- Alcohol, Drug, Tobacco Possession/Use
- Arson
- Assault
- Inappropriate sexual behavior
- Possession of Weapons or Dangerous Instruments

Classroom Interventions

Teacher makes contact with the parent and arranges a conference with the parent and the student. The contact with the parent must be documented.

If no improvement, the coordinator will schedule a family conference. If necessary, refer to the principal.