



Parklands
CHRISTIAN COLLEGE
Foundations for life

Behaviour Education Policy

Approved by the Board of Parklands Christian College

Reviewed and current as of 22 January 2018

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1. PURPOSE

Parklands Christian College is an educational facility where parents expect that quality teaching and learning will occur. This expectation is extended to the development and education of student behaviour.

This policy is designed to provide staff with a clear model of behaviour education to ensure that learning and play occur in a safe and supportive environment.

The model used by Parklands Christian College is called **RTP – Responsible Thinking Process** designed by Ed Ford.

2. SCOPE

This policy applies to all sections of the College (P-12).

3. INTRODUCTION

RTP provides opportunities for educators to teach students how to look within themselves, decide the way they want to be, and restructure their own lives so they can get what they want without violating the rights of others (Ford, 2003).

The theoretical framework that supports RTP is known as Perceptual Control Theory (PCT). PCT teaches that people are designed to control their perceptions and that their behaviours are what they use to control these perceptions (Ford, 2003). As such, perceptual control theory informs the RTP process by suggesting that alternatives for trying to deal with ‘causes’ of disruptive behaviour should be pertinent.

RTP requires the removal of a disruptive or unsafe student from the learning environment. The removal of these students from the learning environment allows the teacher and general student body to remain focused on their educational objectives. Staff members are committed to educating students in a secure, orderly environment where college values are reinforced.

4. REFERENCES

Ford, E. (2003). Discipline for home and school – book one (3rd ED.). Brandt Publishing: Scottsdale AZ.

5. DEFINITIONS

- Perceptual Control Theory (PCT): The theoretical framework underpinning the responsible thinking process.
- Responsible Thinking Process (RTP): The process used by staff in the education of disruptive and unsafe behaviour.
- Responsible Thinking Classroom (RTC): The space provided to implement the responsible thinking process.
- Responsible Think Process Facilitator (RTPF): The title for staff facilitating the RTC and implementing RTP.
- Behaviour Monitor Card (BMC): A personalised card designed to assist students in modifying specific behaviours based on their individual needs and goals.
- Prepared Monitor Card (PMC): A personalised card designed to assist students who are perpetually unprepared for class to manage their time, equipment and success.
- Responsible Thinking Behaviour Plan: A tool utilised by students to reflect on their behaviour, how this affects other people and to what changes they would be willing to



commit. This is an important stage as it allows students to share their perspective as well as consider the referring teachers' perspective.

- Responsible Thinking Prepared For Class Plan: A tool utilised by students to reflect on the effect of being unprepared or late for class and how that impacts on their learning and personal success.
- Responsible Thinking Process Questions: A set of sequential questions utilised by staff to assist a student to reflect on their behaviour.

6. STAFF EXPECTATIONS

Parklands Christian College's staff aim to administer the Responsible Thinking Process with unconditional love and acceptance of the student as a unique creation of God (John 15:17). Staff underpin their teaching and subject presentations with a Christian worldview, and they expect to teach in an environment where, in general, students come with an attitude to participate well.

Staff are expected to implement the RTP in their learning environments and support the RTP facilitators in educating students' behaviour. As staff deal consistently with students' behaviours, students are better able to discriminate and learn how to make positive choices about their behaviour. The Responsible Thinking Facilitators enhance this process by not only supporting the students in working through the process but also educating and encouraging staff and parents in the use of RTP.

7. STUDENT EXPECTATIONS

Parklands Christian College's expectations include students demonstrating respect and courtesy toward staff and other students. Students are encouraged to uphold the College Community values (Appendix 1) as well as the College Rules (Appendix 2) at all times.

As such, students are expected to participate in the classroom and playground in a non-disruptive and safe manner. Students who choose not to participate in class as instructed, who repeatedly behave in a disruptive or unsafe manner or who regularly show a lack of courtesy and respect for staff are given opportunities to change their behaviours through the Responsible Thinking Process.

8. USING THE RESPONSIBLE THINKING CLASSROOM

Parklands Christian College supports the notion that behaviour is a concept that is taught just like any other subject. Sometimes students need time and space to understand the impact of their behaviour. Students may be referred or choose to attend RTC for many reasons including:

1. Own their behaviour and devise strategies to respect the right of others to learn.
2. Access support to change their behaviour or preparedness to learn.
3. Discuss and develop strategies to handle any difficulties regarding staff, fellow students or family in a safe environment.
4. Take a time-out where necessary.
5. Complete homework, classwork or assessment.
6. Take private study time.
7. Take responsibility for uniform discrepancies.

Non-RTC behaviours include rudeness, inappropriate, defiant or disobedient behaviour. In these circumstances, the student is referred to RTC, and the RTP Facilitators will assess the incident and contact the relevant Head of School. The relevant Head of School may choose to utilise the RTC as an additional tool to aid the student to reflect on their future behaviour choices.



In circumstances where a student has been referred to the RTC and refuses to comply with the Responsible Thinking Process or continues to be disruptive or unsafe, the relevant Head of School will be contacted, and additional actions may be taken.

9. THE RESPONSIBLE THINKING PROCESS

Right relationships are foundational to RTP as the success of its implementation depends on the positive connections made between staff and students.

RTC referrals are made when a student continuously disrupts the class or behaves in a manner that is unsafe.

What is a disruption and when should teachers make a referral?

Students are a disruption when they interrupt the learning of others and/or the teacher; also, when they create a safety hazard for themselves or others.

What qualifies as a disruption and/or safety hazard?

1. Talking in class
2. Talking when a teacher is talking
3. Calling out
4. Making inappropriate noises to distract others
5. Deliberately distracting others from working and/or learning
6. Leaving their place without permission
7. Bullying another student (i.e. ongoing name calling, intimidation)
8. Hitting, pushing, shoving, biting another student
9. Anything that could be deemed harmful to the student or another student
10. Being in an 'out of bounds' area
11. Inappropriate use of technology

When a student disrupts, they are asked the relevant RTC questions (listed below). Primary students may also be given a time-out on the thinking mat (P-2) or in a quiet area (2-6) in the classroom.

1. *What are you doing?*
2. *What should you be doing?*
3. *What are the rules? (these should be displayed in each classroom)*
4. *What will happen if you don't follow these rules?*
5. *Is that what you want to happen?*
6. *What are you going to do now?*
7. *What will happen if you disrupt again?*

If a student continues the disruption or unsafe behaviour, the student should be asked the following questions.

1. *What are you doing?*
2. *What would happen the next time you disrupt?*
3. *Where do you need to go now?*

If a student refuses to answer the questions or persists in saying that they are doing nothing wrong, teachers should respond as follows:

1. *Do you want to work on this or not?*
2. *You need to go to the RTC.*



By asking students this set of questions, they receive one verbal warning to change their behaviour before being referred to the RTC. If a student refuses to leave the room, the RTP Facilitator should be contacted for assistance.

Once a student has been referred to the RTC, they are required to complete a Responsible Thinking Plan to reflect on their behaviour and describe future strategies that they will implement.

When a student repeatedly chooses to reject opportunities for change via RTP and continues to disrupt classes and the learning of others, additional measures may be utilised, including a behaviour or prepared monitor card, internal or external suspension, enrolment review or withdrawal of enrolment. These decisions are made in light of individual circumstances and in collaboration with the Heads of School.

What happens after students have finished their plans?

Unless otherwise specified, the student will return to class as soon as their plan is written. Teachers should talk through these plans and negotiate the student's re-entry into their classroom at the end of the lesson or at lunch, and sign that they have had the discussion. Students are then required to return these plans to the RTC.

Refer to Appendix 3 for the RTP Flowchart outlining the actions taken when a student is referred to the RTC.

10. HOME COMMUNICATION

Home communication is a core administrative tool to the Responsible Thinking Process as parents are encouraged to engage in positive discussions with students about their behaviour and strategies for change. Parents are informed by email, phone or in person of every RTC referral.



12. APPENDICES

Appendix 1 – Parklands Community Values

Our Values are CLEAR

Being a member of the Parklands Community means that I will value:

CHRISTLIKENESS

I am prepared to serve others in love

1. I will consider others in love
2. I will be patient, kind and gracious

LEARNING

I am ready to learn

1. I have all my required equipment
2. I have enough food for the day

EXCELLENCE

Trying my best

1. I am determined to achieve to the best of my ability
2. I will demonstrate and develop my gifts and talents

ATTITUDE

Possessing a positive approach to learn

1. I am determined to overcome obstacles
2. I am prepared to work at relationships

RESPECT

Considering the impact of my actions

1. I will not hinder others right to learn
2. I am in full and correct uniform

Appendix 2 – College Rules

1. *I can respect the right of others to learn*
 - a. It is not ok to disrupt others by leaving my place or talking out of turn or over others or using an outside voice.
2. *I can be safe and keep others safe*
 - a. It is not ok to push, shove, punch or bit others or hurt their feelings. I will ensure I am supervised.
3. *I can be prepared for class and be ready to learn*
 - a. I can bring all required equipment to each lesson and be aware of my time table.
4. *I can respect the property of others and the College*
 - a. It is not ok to mark, break or steal property that is not mine.



Appendix 3 – RTP Flowchart

The purpose of this chart is to give educators an overall idea of how the process works, and what happens when students disrupt. When RTP is implemented, each individual situation is considered. The decision to send a student home is to be made only in the Responsible Thinking Classroom, with the approval and support of the relevant Head of School.

