

PO-STU-100 Behaviour education policy

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.

Context

This policy applies to all sections of the College (P-12). The Responsible Thinking Process and all associated strategies support the Parklands Christian College CLEAR values of Christlikeness, Learning, Excellence, Attitude & Respect.

Definitions

Term	Definition
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.

Policy

- Parklands Christian College is committed to creating a safe learning environment for its students using a range of strategies consistent with our CLEAR values, a biblical Christian Worldview and the Responsible Thinking Process (RTC) which is underpinned by Perceptual Control Theory (PCT). This policy sets a framework for behavioural expectations and procedures in the College.
- The policy declares a commitment to:
 - A safe learning environment with low tolerance for disruption
 - Responsible Thinking Process

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.

References

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

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.

Student expectations

Parklands Christian College's expectations include students demonstrating respect and courtesy toward staff and other students consistent with the College Value of Respect. 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.

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.

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?

- Talking in class
- Talking when a teacher is talking
- Calling out
- Making inappropriate noises to distract others
- Deliberately distracting others from working and/or learning
- Leaving their place without permission

- Bullying another student (i.e. ongoing name calling, intimidation)
- Hitting, pushing, shoving, biting another student
- Anything that could be deemed harmful to the student or another student
- Being in an 'out of bounds' area
- 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.

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.



Category	<input type="checkbox"/>	Business excellence and governance	BEG	
	<input type="checkbox"/>	People, health & well-being	PHW	
	<input checked="" type="checkbox"/>	Students	STU	
	<input type="checkbox"/>	Infrastructure, material resources & environment	INF	
	<input type="checkbox"/>	Staff	STA	
	<input type="checkbox"/>	Learning	LEA	
	<input type="checkbox"/>	School community	COM	
	<input type="checkbox"/>	Emergency response	EMR	
Related procedures	PR-STU-101	Responsible thinking process		
	PR-STU-102	Student code of conduct		
	PR-STU-103	Sport code of conduct		
Related forms				
Legislation and other requirements	Education (General Provisions) Act 2006 (Qld)			
Policy owner	Board	Authorised by Signature	Board chair	
				
Date	June 2024	Next review date	June 2025	
Distribution	<input type="checkbox"/> Board members	<input checked="" type="checkbox"/> Teaching staff		
	<input type="checkbox"/> Administration staff	<input checked="" type="checkbox"/> Student services		
Risk category	HIGH	MEDIUM	LOW	
Revision cycle	1 year	2 years	3 years	
Revision history	Version number	Date	Version number	Date
	0.1	June 2024	3.0	
	1.0		4.0	
	2.0		5.0	