



At KELVIN GROVE STATE COLLEGE we believe that:

- promoting a respectful, co-operative teaching and learning environment will promote learning outcomes
- an individual is responsible for their actions
- all students have a right to learn and teachers have a right to teach in a respectful, co-operative environment.

Behaviour Management for JS Students:

- assists students to take responsibility for their behaviour
- emphasises to students that the classroom is a place for learning and teaching and that the playground is a place for safe play and positive peer interactions

The RETHINK ROOM REFERRAL PROCESS for TEACHERS

Classroom Management of Student Behaviour

The classroom teacher is responsible for developing a set of classroom rules and ensuring all students are aware of the Rethink Room process and philosophy.

All teachers are expected to have a plan for classroom management that consists of the following protocols:

1. **Warning** - the first response of school staff members is to remind the student of the expected school behaviour, then ask them a set of questions to change their behaviour so that it aligns with our school's expectations.
 - i. *What are you doing?*
 - ii. *What should you be doing?*
 - iii. *Are you choosing to stay in the classroom and to follow the rules?*

If the behaviour continues:

2. **Classroom Timeout** (up to 10 minutes) – an area in the classroom for the student to reflect on his/her behaviour and how it can be fixed using a reflection sheet. A brief conversation between the student and classroom teacher should occur at this time.
3. **Buddy Timeout** (up to 10 minutes) – Completed in an assigned classroom with a Buddy Class notification slip to accompany the student. Student to complete a reflection sheet, class work can be given to the student to complete in the Buddy class. A brief conversation between the student and Buddy Class teacher should occur at this time. Upon arrival back to class the student must discuss entry with the class teacher. If the behaviour persists, the classroom teacher should call for Admin support and enter the behaviour onto One School. Ensure that mention is made of the time in Buddy Class.
4. **Admin Referral** – Follow up by Admin recorded on One School.
5. **Rethink Process** - Student Behaviour is reported on One School and referred to the Deputy Principal for investigation.

Playground Management of Student Behaviour

The above process can be undertaken for playground behaviours.

1. **Warning** – as above
2. **Playground Timeout** - A staff member can request for a child to sit in a designated area or walk with them for a period of time. Classroom teacher must be advised of behaviour using the Behaviour Slip.
3. **Admin referral** – as above
4. **Rethink Process** – as above

Rethink Room - Roles and responsibilities

Referral One

1. Teacher enters incident onto One School and refers incident to the Deputy Principal, classroom teacher and year level line manager
 - Classroom Teachers must enter incidents for support staff and relief teachers
2. Classroom Teacher must contact student's parent advising student's attendance at Rethink.
3. Student completes a Think Sheet and discusses behaviour with the Deputy Principal.
4. Notification Letter sent home to parent by the Deputy Principal. Administration follow up entered onto One School.

Referral Two

1. Teacher enters incident onto One School and refers incident to the Deputy Principal, classroom teacher and year level line manager
 - Classroom Teachers must enter incidents for support staff and relief teachers
2. Classroom Teacher must contact student's parent advising student's attendance at Rethink.
3. Student completes a Think Sheet and discusses behaviour with the Deputy Principal.
4. Notification Letter sent home to parent by the Deputy Principal. Administration follow up entered onto One School.

Referral Three

1. Teacher enters incident onto One School and refers incident to the Deputy Principal, classroom teacher and year level line manager
 - Classroom Teachers must enter incidents for support staff and relief teachers
2. Classroom Teacher must contact student's parent advising student's attendance at Rethink.
3. Student completes a Think Sheet and discusses behaviour with the Deputy Principal.
4. Notification Letter sent home to parent by the Deputy Principal. Administration follow up entered onto One School.

Referral Four

1. Teacher enters incident onto One School and refers incident to the Deputy Principal, classroom teacher and year level line manager
 - Classroom Teachers must enter incidents for support staff and relief teachers
2. Deputy Principal contacts student's parent: **records on ONE SCHOOL**
3. Consideration by Diverse Learners Committee in consultation with classroom teacher of student being placed on a Behaviour Management Plan and or Playground Monitoring Tool
5. Stakeholders meeting held - Review date organised

Referral Five

1. Teacher enters incident onto One School and refers incident to the Deputy Principal, classroom teacher and year level line manager
 - Classroom Teachers must enter incidents for support staff and relief teachers
2. Deputy Principal contacts student's parent: records on ONE SCHOOL
3. Consideration by Diverse Learners Committee in consultation with classroom teacher of student being placed on a Behaviour Management Plan and or Playground Monitoring Tool
4. Stakeholders meeting held - Review date organised
5. Guidance Officer appointment/s.

Referral six

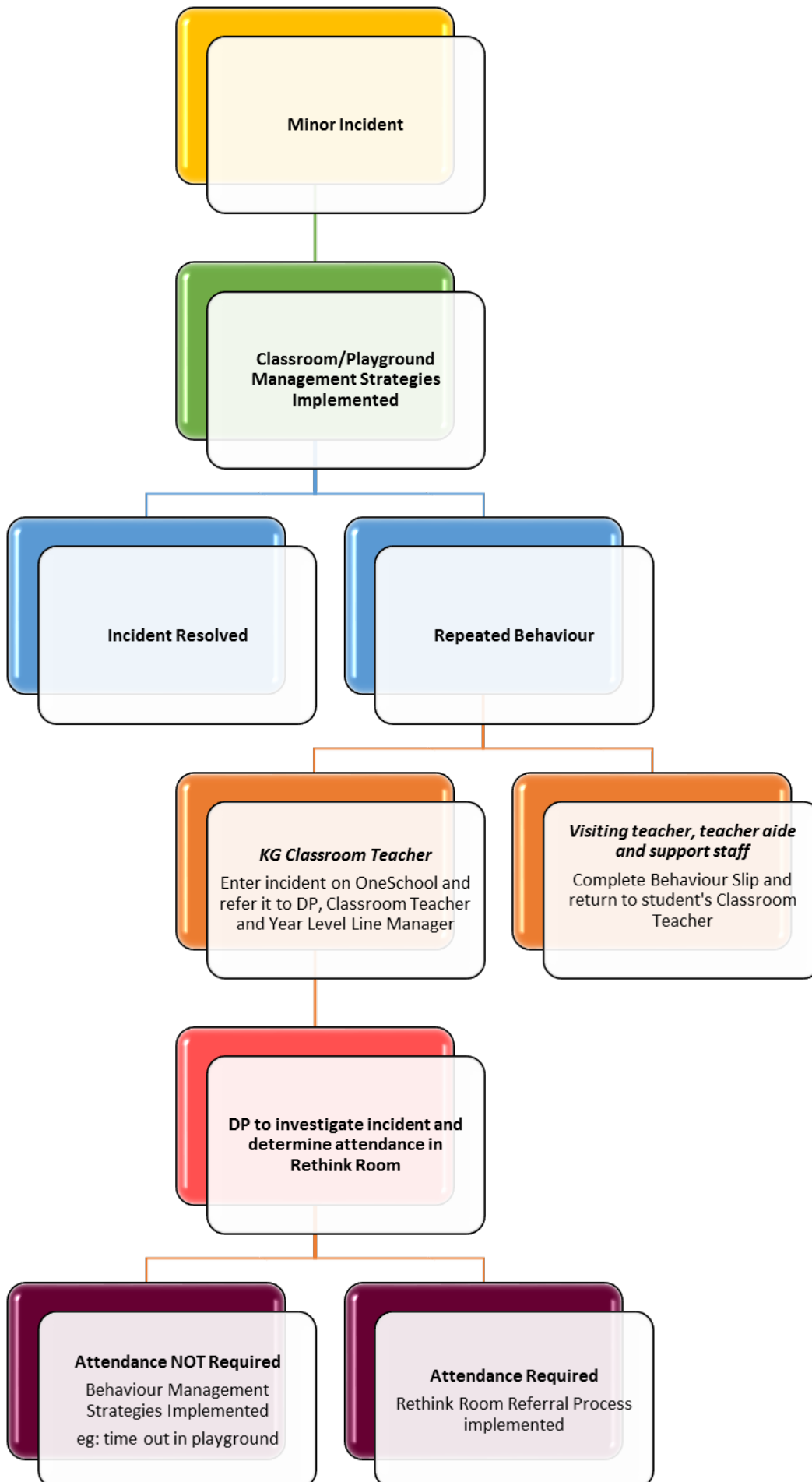
1. As above
2. Principal with Deputy discuss possible consequences (i.e. suspension with referral to STIP or other support agencies).

NB: Each incident will reviewed with individual circumstances taken into consideration

Resources

- Rethink Room Referral Process (Appendix 1)
- Student '[Think Sheet](#)' (Appendix 2)
- Buddy Class Slip (Appendix 3)
- Classroom Reflection Sheets (Appendix 4)
- Essential Skills: Better Behaviour Better Learning (Appendix 5)

Appendix 1 - KGSC - Rethink Room Referral Process



The **ZONES** of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Student 'Think Sheet':

NAME: _____

Class: _____ DATE _____

When I was in the ' _____ Zone', I _____

I did not follow the school rule/s of _____

My behaviour impacted on others by _____

My aim is to get back to the 'Green Zone' and follow the school rules by _____

Student's signature _____

Date _____

Teacher's signature _____

Admin's signature _____

SCHOOL RULES FOR STUDENTS

- Be Safe – Do you keep hands, feet and objects to yourself.
- Be Responsible – Do you show care and concern for your school environment: adults, school and student's property and equipment.
- Be Respectful – Do you respect the rights and feelings of others.

Appendix 3

Essential Skills: Better Behaviour Better Learning

Suggested proactive strategies

Curriculum Redirection: use and reinforce other students on task behaviour to prompt off task students (verbal and non-verbal)

Descriptive encouraging: of two students/group about their on task observable behaviour straight after an instruction has been given

Description of reality: a description of an observable behaviour to acknowledge a student's on task behaviour

Verbal redirection to learning: a verbal cue using the curriculum to redirect inappropriate behaviour instead of commenting on the behaviour itself

Cuing with parallel acknowledgment: a verbal or nonverbal acknowledgment of on task behaviour with the intention of prompting off task students to follow suit

Individual close talk: private conversation /redirection with a student in response to inappropriate behaviour. Ideally no other students should hear

Behavioural/Curriculum redirection: Least to most intrusive

Non-Verbal Redirection - eye contact, head movements, hand movements

Proximity – move to student, avoid eye contact, stand without speaking in student's space

Pause in Talk – pause while giving instructions, wait for silence

Verbal Redirecting to the Learning – “Would you like some help?” “Mark, have you finished question five?”

Questioning to Redirect – use questions often beginning with ‘what’, ‘where’, ‘are’ or ‘have’

Humour to Manage Behaviour – use a comment to ‘lighten’ a situation, read student response carefully

Call Student's Name – call student's first name, loudly enough for them to hear, give take up time

Redirection Given – use ‘Thanks’ at the end to increase compliance, “Mark, sitting down thanks.”