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
- students have a right to learn and teachers have a right to teach in a respectful, co-operative environment

The BEHAVIOUR SUPPORT ROOM Process:

- assists students to take responsibility for their behaviour
- provides a supervised environment for constantly disruptive students
- is a calm, respectful classroom environment
- emphasises to students that the classroom is a place for learning and teaching.

The REFERRAL PROCESS for TEACHERS

1. The classroom teacher is responsible for developing a set of classroom rules and ensuring all students are aware of the BSR Process and philosophy.

2. If a student chooses to disrupt in the classroom, teachers are expected to utilise a range of classroom management strategies.

3. If a student continues to disrupt in the classroom (or any other learning environment), he/she is asked a set of questions:

1. What are you doing?
2. What should you be doing?
3. Are you choosing to stay in the classroom and to follow the rules?

4. The student chooses to remain in the classroom and follow the rules or, upon continuing disruption, proceeds to the Behaviour Support Room (BSR) with a completed Referral Form. Classroom Teacher to put each referral on One School.

5. The student is supervised until he/she completes a Negotiation Plan. The BSR Coordinator’s responsibility is to support students to ensure that students complete the plan to the best of their ability and is then carefully read by the BSR Coordinator.

6. Students must negotiate back to class by the end of the next lesson. By the end of their second lesson, if the student has not completed their plan or negotiated back to their class, the BSR Coordinator must refer student on One School to the Behaviour Management Teacher.

7. If a student disrupts the BSR, the BSR Coordinator must outline clearly that they may be suspended for the actions. If necessary, referred to the Admin Office immediately.
The REFERRAL PROCESS  
Roles and responsibilities

Referral One
1. Students are referred to the BSR with a completed Referral Form. **Teacher enters incident onto One School.**
2. Students complete a Negotiation Form and discusses with the BSR coordinator.
3. Behaviour Management Teacher contacts students parent: **records on ONESCHOOL**

Referral Two
1. Students are referred to the BSR with a completed Referral Form. **Teacher enters incident onto One School.**
2. Students completes a Negotiation Form and discusses with the BSR coordinator.
3. Behaviour Management Teacher contacts students parent: **records on ONESCHOOL**
4. Student receives a detention: M/S lunch time S/S after school

Referral Three
1. Students are referred to the BSR with a completed Referral Form. **Teacher enters incident onto One School.**
2. Students complete a Negotiation Form and discusses with the BSR coordinator.
3. BSR co-coordinator refers student to behavior management teacher: **records on ONESCHOOL**
4. Behaviour management teacher contact students parent: **records on ONESCHOOL**
5. Student placed on behavior contract and is placed on daily report form for 5 days. BMT emails class teachers to inform that student is on a behavior contract and daily report form

Process:
- Interview student
- Behaviour contact completed
- Daily report form explained
- Behaviour Contract posted/emailed to parent and **scanned on ONESCHOOL.**
- Discuss behaviour strategies.

Referral Four
1. Students are referred to the BSR with a completed Referral Form. **Teacher enters incident onto One School.**
2. Students complete a Negotiation Form and discuss with the BSR coordinator.
3. BSR co-coordinator refers student to BMT who contacts relevant Principal/Deputy via One School
4. Principal/Deputy interviews student and reviews Behaviour Contract
5. BMT contacts parent **records on ONESCHOOL**
6. Student is placed on Daily report form for a further 5 days
7. Student participates in an after school Intervention program with Behavior Management Teacher (twice weekly ½ hour sessions for 2 weeks)

Referral Five
1. Students are referred to the BSR with a completed Referral Form Teacher **enters incident onto One School.**
2. Students complete a Negotiation Form and discusses with the BSR coordinator.
3. BSR co-coordinator refers student to behavior management teacher who contacts the appropriate Principal/Deputy via One School.
4. Sub school principal applies suspension 3-5 days

Referral six
1. Students are referred to the BSR with a completed Referral Form **Teacher enters incident onto ONESCHOOL**
2. Students complete a Negotiation Form and discusses with the BSR coordinator
3. BSR co-coordinator refers student to the appropriate Principal/Deputy via One School.
4. Sub school principal applies suspension referral to Support Services, STIP, LASER, GGG. If required
# RESPONSIBILITIES

## Classroom Teacher
- Utilise a variety of Classroom Management Strategies
- Consider a Buddy Teacher
- Follow Up with Parents/Carers and concerns
- Discuss strategies with your HoDs
- Ask BSR Questions
- Complete BSR Referral
- **Enter Referrals onto ONE School**
- Renegotiation with student for reentry into classroom

Follow up with student if they have not renegotiated back into your class after 1 lesson

## BSR Coordinator
- Manage a calm, working, respectful classroom environment
- Complete roll marking
- Check Referral Form is completed
- Assist in the Negotiation Form completion and to a high standard
- Enter Referral on BSR Database
- Identify patterns of referral, analyse data and produce end of Term Reports
- 3rd Referral of Student entered onto One School and Referred to BMT
- 4th Referral of Student entered onto One School and referred to BMT
- 5th Referral of Student entered onto One School and referred to Sub School Principal.

## Behaviour Management Teacher
- Manages BSR processes,
- Behaviour mentoring/in-service to staff
- Overseas BSR Coordinator
- Manages non-negotiating BSR students and misbehaving BSR students
- Ensures BSR processes are followed
- Behaviour intervention program
- Meetings, Discussions or Coaching
- Meet 3rd Referral students, contact parents/carer and **enter on One School**
- Make appropriate Welfare Support Appointments
- Complete a Behaviour Contract
- Behaviour Contract posted to parent and **scanned on ONESHOOL**

## Sub School Principals/Deputies
- Meet 4th, 5th, 6th Referral students and review Behaviour contracts
- Contact Parents/Carers and apply appropriate consequences including suspension and possible referral to Behaviour Support Services
Referring to BSR and Negotiating Return to Class

- Students **must have** a completed BSR referral form including proactive strategies used with a brief description of behaviours from the class teacher (this assists Behaviour management teacher with contacting and discussing with parent)
- Always ask the BSR questions
- When student refuses to engage in the questioning process:
  
  *Ask, “Do you want to work with me on this or not … (if no) I see you’ve chosen to leave.”*

  **WRITE on BSR form student refused to engage**

- If a student refuses to leave the room send another student to request help from Behaviour management teacher/HOD/Executive team
- Students must politely ask **YOU** the teacher to negotiate – demands are not acceptable.
- When the teacher does **not** agree with the student’s explanation of events – PLEASE DO NOT sign the form. This only undermines the success of the process. Discuss with student and have them adjust negotiation form
- **Follow up** student if they have not renegotiated back into your class **after 1 lesson** Always use the BSR referral form
- A student tries to negotiate a plan as you are going to class:
  
  *“No, the time for discussing plans is before/after school or during breaks OR “When can you come to see me?”*

- If you are absent, students sent to the BSR in previous lessons MUST NOT attend class as they have not negotiated their re-entry.
- In a case of your absence, students may see the HOD during designated times to discuss re-entry to class.
- Should you be aware of your impending absence, please make a note of the student’s sent out on the supervising teacher’s form to prevent students circumventing the process.
- Designated Negotiation times are:
  1. Before school
  2. Morning Tea
  3. Lunch time
  4. After School
## Essential Skills: Better Behaviour Better Learning
### Suggested proactive strategies

<table>
<thead>
<tr>
<th>Curriculum Redirection:</th>
<th>use and reinforce other students on task behaviour to prompt off task students (verbal and non-verbal)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Descriptive encouraging:</th>
<th>of 2 students/group about their on task observable behaviour straight after an instruction has given</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Description of reality:</th>
<th>a description of an observable behaviour to acknowledge a student’s on task behaviour</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Verbal redirection to learning:</th>
<th>a verbal cue using the curriculum to redirect inappropriate behaviour instead of commenting on the behaviour itself</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Cuing with parallel acknowledgment:</th>
<th>a verbal or nonverbal acknowledgment of on task behaviour with the intention of prompting off task students to follow suit</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Individual close talk:</th>
<th>private conversation / redirection with a student in response to inappropriate behaviour. Ideally no other students should hear</th>
</tr>
</thead>
</table>

### 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 to Q.5?”
- **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.”