CLASSROOM RESPONSIBLE THINKING PROCESS

- Children are always the only future the human race has. Teach them well!!!
- Behaviour can be taught, must be taught. If an educational goal is for children to be self-motivated and independent learners, we want them also to be self-motivated, independent ‘behavers’.
- Punishment is one external pressure that motivates behaviour choices. We want children to develop internal motivations for appropriate behaviour choices.

**Step 1 (Inappropriate behaviour noted)**
Teacher warns child about an inappropriate behaviour choice.

**Step 2 (Inappropriate behaviour continues)**
Child is sent by teacher to the designated Responsible Thinking Table located in the classroom.

Rule 1: Child sits quietly at the RT table (no talking unless with teacher / School Officer)
Rule 2: Child completes behaviour reflection/plan
Rule 3: When the child has committed to the behaviour plan, s/he returns to the class.

*Child will complete a behaviour reflection sheet independently or with assistance depending on the age of the child.*

**The Four Questions**
1. What did you do?
2. What is the class rule? (Link with Respect Rules)
3. What would have been a better choice?
4. How do I make things right again? (Children are required to commit to the plan before returning to the classroom)

**Step 3 (Inappropriate behaviour continues despite Responsible Thinking process)**
Child is sent to a ‘buddy class’ with behaviour reflection sheet or school work when s/he cannot commit to the behaviour plan and further disruptions eventuate.

**Step 4 (Inappropriate behaviour continues after Steps 1-3)**
Child is sent to the office with completed behaviour reflection sheets. (Principal or Assistant Principal must know the reasons for sending the child to the office.)
At the office:

- Principal / APRE enter the details of the inappropriate behaviour choices into school computer records (Year Folder, Term Folder, Class Folder).
- Principal / APRE use the four questions (above) with the children. Being sent to the office is not seen as punitive but as an opportunity for teaching and learning about appropriate behaviour choices.
- Principal / APRE check child’s record of behaviour for the term. Parents are informed if a child has been sent to the office three times during the term for classroom related inappropriate behaviour choices. The school Administration seeks parents’ support for resolving the behaviour issue.

The school administration will decide on the appropriate length of time for exclusion of a child from the classroom. The following times are used as a guide:

1\textsuperscript{st} visit: 15-30mins \quad \text{Discussion with Principal / APRE}
2\textsuperscript{nd} visit: 30 mins - 1 hour \quad \text{Internal suspension}
3\textsuperscript{rd} visit: 1-2 hours \quad \text{Internal suspension / parental contact}
4\textsuperscript{th} visit: half day \quad \text{Internal suspension / parental contact}

**Teachers will exit a child to the office immediately when a serious incident occurs (injury or violence or swearing at the teacher).**