



Responsible Thinking Policy

Policy Number	Date of Development	Implementation Date	Review Date	Reviewed By
	December 2019	January 2020	November 2020	DP: Pastoral

Policy Statement

Burdekin Catholic High School has a long tradition of pastoral care. We are constantly challenged with ways to further improve the effectiveness in promoting the development of healthier, resilient, socially competent, responsible and moral young citizens.

In the school's daily and routine life, the ways in which people interact with each other significantly affect each person's sense of self-worth, belonging and wellbeing. The fostering of high quality interpersonal relationships among teachers, students, parents, and ancillary staff is a responsibility shared by everyone. Teachers in particular set the tone and priority of pastoral care by their witness and example. Teachers need to be known as caring, compassionate adults who take a real interest in the lives of their students. How well you make connections and establish relationships will determine the quality of the experience both you and others in the community around you receive.

The key to good teaching and learning in our schools is the learning environment, and the quality of this environment is significantly determined by the human relationships within the school. Pastoral care cannot be thought of in separate terms from the teaching and learning within the school; it is a key determinant of successful learning. Good pastoral care is exemplified by:

- Quality teaching and learning
- Mutual respect
- Good discipline
- High expectations of student performance
- Teachers caring for students at the human level
- Provide loving, caring and secure environments
- Recognise the individuality, dignity, self-esteem, and integrity of each student
- Foster life-giving relationships within the school community
- Committed to the development of the whole person
- Quality and supportive relationships
- Comprehensive and inclusive approaches to learning
- Effective networks of care
- Appropriate and effective pastoral care strategies
- Supportive and co-ordinated organisational structures

Behaviour management at Burdekin Catholic High School has a strong focus on creating an environment in which positive relationships and quality teaching and learning can take place. The management strategy implemented to deal with disruptive behaviours or harmful (unsafe) behaviours is the Responsible Thinking Process (RTP), which is based on Perceptual Control Theory (PCT) incorporating Restorative Justice Principles (RJP). This relies on the student taking responsibility for their own behaviour with an outcome of student and adult re-building relationships when the relationship has broken down.

The purpose of the Responsible Thinking Process is to ensure the rights of individuals are valued, specifically:

- students have the right to learn;
- teachers have the right to teach; and
- students and staff have a right to feel safe at school.

This policy has been created in accordance with the Responsible Thinking Process, as implemented at Burdekin Catholic High School. The Responsible Thinking Process values the classroom and outdoor areas as safe learning environments for work and leisure. It protects the rights of other students to learn and feel safe at school, and the teacher's right to teach without unacceptable disruptions. Burdekin Catholic High School uses a withdrawal procedure in line with the Responsible Thinking withdrawal process. This procedure promotes a reflective practice in which the student is encouraged to take responsibility for their actions.

Policy Procedures

At Burdekin Catholic High School, it is expected that students follow the behavioural expectations as directed by the School at all times. As a member of the Burdekin Catholic High School community, respect is at the heart of all we do:

- **Respect for our faith** – *acknowledge the faith journey of each person and share positively in the faith life of the school.*
- **Respect for others** – *value differences in other people and respect all who work in the BCHS community.*
- **Respect for self** – *value the talents we have and achieve to the best of our ability.*
- **Respect for learning** – *contribute to a safe, orderly and productive learning environment. Interact respectfully with teachers and peers.*
- **Respect for the School** – *be proud of our School and its facilities and show consideration for the property of others.*

Key to our policy is common beliefs about how we manage behaviour. We believe:

- Students take responsibility for their behaviour
- Appropriate behaviour is acknowledged and celebrated
- Unacceptable behaviour has consequences, but is always seen as an opportunity for students to learn.
- Staff collaborate to maintain standards
- Staff model the respectful behaviour expected from students

- All consequences are just, educative and promote self-discipline and are restorative in nature.
- All teachers share the responsibility for maintaining standards
- All students must be offered procedural fairness in all aspects of behaviour management.

Positive Behaviours

As mentioned earlier, Behaviour Management at Burdekin Catholic High School has a strong focus on creating an environment in which positive relationships and quality teaching and learning can take place. For this reason, students who engage in positive behaviours will be acknowledged and celebrated. Through this process we will set the tone of the positive interaction that will take place between ourselves and others in the Burdekin Catholic High School community.

Teachers will note down in the student's Planner when they are displaying positive behaviours, these will be recognised and celebrated during Year Level Assemblies throughout the year.

Responsible Thinking Process

The Responsible Thinking Process is used to help students who display disruptive behaviours. Disruptive behaviour infringes on the rights of students to learn and teachers to teach. In RTP someone disrupts when they interrupt the learning of others and/or the teachers; also when they create a safety hazard for themselves or others. As RTP has a focus on disruption, it is imperative that all teaching staff clearly outline and go through their expectations/rules and procedures within the classroom prior to using this process. It is only fair that students know what is expected of them in the classroom.

If disruptions continue after using normal classroom management techniques (including the 10 ESCMs), teachers will ask students a set of questions. The Responsible Thinking Process only deals with disruptive behaviours and harmful (unsafe) behaviours. Non-disruptive issues such as not working, not completing homework, lateness, etc will be dealt with in the classroom. Repetitive and/or serious behaviour breaches will be referred to the Pastoral Leader, or a member of the School's Senior Leadership Team.

Step 1

For disruptions to learning in the classroom, behaviours that compromise the health and safety of others, or any other breach of expectations in the school grounds, students will be asked a set of questions in a calm and respectful manner:

1. What are you doing?
2. What are our rules/expectations? or What should you be doing?
3. What are your choices now? or What will happen if you disrupt again?

These questions act as a warning for a student to adjust their behaviour to stay in class. If a student responds appropriately to the questions, offer some encouragement and continue teaching. If a student does not respond appropriately to the questions, they

will be relocated (withdrawn) to the office and given the opportunity to reflect on their behaviour.

Step 2

If students answer the questions and resumes learning but later disrupts again, they are asked a second set of questions:

1. What are you doing?
2. What have you chosen to do now? or What did you say would happen if you disrupted again?

In responding to these questions, students are acknowledging that they understand the process.

At this point a student is relocated (withdrawn) to the office. The classroom teacher is to ring the office to inform them that a student is on their way, and record the details of the disruption/breach of expectations on Compass (Chronicle).

Step 3

If a student is asked the questions from Step 2, they must then make their way promptly to the office (relocation) where they will be given the opportunity to reflect on their behaviour. The reflection culminates in the creation of an action plan, which documents their reflection and strategies for improved classroom behaviour. The student meets with their Pastoral Leader to discuss the plan before meeting with the classroom teacher. Pastoral Leaders will assist students with their plan if required.

Step 4

In order to re-enter the classroom, both the student and teacher must come to an agreement regarding their re-entry plan, this is the negotiation stage of the process. This process allows the student and teacher an opportunity to explain how they are going to deal with the problem the next time it occurs. Negotiation and mediation are crucial to building the student-teacher relationship. Teachers must allow numerous times for students to negotiate and it is the responsibility of the student to approach the teacher for negotiation. A plan should never be ignored or refused; if part of the plan is unacceptable, alternatives should be offered. Some important things to note:

- Students should miss no more than two (2) classes before negotiation and re-entry is complete.
- Teacher is to upload a copy of the action plan to Compass (Chronicle)

Important points to note:

- The RTP process is about students owning their behaviours.
- Every lesson is a fresh start – every subject is a fresh start.
- Each term is a fresh start and an opportunity for the RTP process to be re-set.

Automatic Relocation

As it is the teacher's responsibility to build and maintain a safe, positive learning environment for all, any behaviour that constitutes a risk to any member of the school community will be dealt with immediately.

In our Policy, this would be considered as an Automatic Relocation and the student would be asked to leave the situation and report to the office straight away. Examples of actions that would constitute an Automatic Relocation would be:

- Serious breaches of safety expectations
- Failing to follow instructions the first time
- Refusal to engage in the questioning process
- Inappropriate language
- Non-attendance of detention
- Abuse towards a staff member or student

At this point in the process for an Automatic Relocation, you would start from Step 3 (above). Parents/carers will be contacted and a suspension may be required.

There are some instances where Automatic Relocations are so serious that they result in an Automatic Withdrawal (external suspension). Appendix 1 outlines this procedure.

Expected Outcomes

RTP Escalation Process

Step 1

Teachers are to notify the office via a phone call when a student has been relocated. A text message will be sent to the parents/caregivers notifying them of the relocation (each time). Teachers are to record the details of the disruption/breach of expectations on Compass (Chronicle).

Step 2

A Pastoral Leader will notify parents/caregivers if students have disrupted three (3) times within a term, this will result in a Support Team meeting at the School.

Step 3

A member of the School's Senior Leadership Team will request an interview with the student, parents/caregivers, and Pastoral Leader if relocations continue after Step 2. At this point in the process, students will be withdrawn from classes (internal suspension) for one (1) day to reflect on School expectations.

Step 4

A member of the School's Senior Leadership Team will request an additional interview with the student, parents/caregivers, and Principal if relocations continue after Step 3. At this point in the process, students will be withdrawn from the School (external suspension) for two (2) days to reflect on School expectations.

Step 5

On return from external suspension, the student and parents/caregivers will meet with a member of the School's Senior Leadership Team to complete a re-entry interview into the School.

Step 6

Upon re-entry to the School, if a student continues to breach expectations a meeting with the student, parents/caregivers and Principal will automatically occur to discuss the continued enrolment at the School.

Roles and Responsibilities

To ensure the Responsible Thinking Process is effective and authentic students, teachers and parents must engage in the process.

Students will:

- Come to class prepared to follow expectations as directed by the School and classroom teachers. Acknowledge that different teachers/subjects have different expectations. This is particularly in relation to areas with health and safety concerns.
- Engage in the questioning process calmly and respectfully.
- Reflect on the behaviour, and its impact on others in the class.
- Complete a plan that is thoughtful and realistic. This plan should explain clearly the behaviours students should be demonstrating in class.
- Negotiate with the referring teacher within two lessons, to ensure there is no disadvantage to learning.
- Re-enter the class prepared to follow the negotiated plan.
- Follow the re-entry plan, being sure to follow School and classroom expectations.

Teachers will:

- Clearly and thoroughly explain classroom expectations.
- Consistently use the Responsible Thinking process, as appropriate for each class.
- Follow the process, ensuring students are asked two sets of questions before being relocated to the office.
- Notify the Office of the student's relocation.
- Ensure there are multiple opportunities for students to negotiate their re-entry.
- Engage in a genuine negotiation with the student. Suggest alternatives for the plan if it is insufficient to warrant their return to class.
- Record the disruption/breach of expectations on Compass (Chronicle).
- Follow up with students who have not negotiated (this may require the involvement of Pastoral Leader in some cases).

Parents/Caregivers can be supportive by:

- Reinforcing School expectations (as stated in the Student Expectations Booklet) with children.

- Contacting the relevant Pastoral Leader if there are any concerns regarding the Responsible Thinking Process.
- Keeping the Homeroom Teacher and Pastoral Leader informed of any issues that may be affecting a student's behaviour.
- Attending meetings at the School if requested.
- Working with the School to support expectations, policies and procedures.

Appendix 1

Automatic Withdrawal (external suspension)

An Automatic Withdrawal is the temporary, part-time or full-time withdrawal of a student's right to attend the School and/or school related functions for a defined period of time. It is our hope that the School staff and parents/caregivers will work together, with the aim of assisting a withdrawn student to re-join the School community as quickly as possible.

The decision to enact an Automatic Withdrawal can only be made by the School Principal or their delegate and will be used only when other available measures have been implemented without success, or where the situation is serious, or demands an immediate response. The School, the student and their parents/caregivers will use the Automatic Withdrawal period as an opportunity to both reflect on the current difficulties and develop positive, student-focused re-engagement strategies.

The Principal or their delegate may automatically refer a student home where behaviour includes the following:

- Breach of the Hands Off Rule (this includes violence or threat of serious physical violence).
- Persistent non-compliance: Students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse.
- Persistent disruption: Students who persistently disrupt and prevent the learning and teaching of others.
- Breach of School's Student Behaviour Management Policy
- Serious Breach of Student Expectations
- Possession of alcohol or a suspected illegal drug
- Concerning or serious sexual behaviour
- Malicious and wilful damage to School or others' property

Any single withdrawal from the School will observe the following guidelines:

- A student shall be suspended for the shortest time necessary
- Indefinite withdrawal, where a student is continually re-suspended for the maximum period will not occur.
- School Withdrawal can be part-time, in which event the student is not permitted to attend school for certain times of the day or of the school week.

Notification to Parents/Caregivers an Automatic Withdrawal:

- If a student exhibits any of the behaviours above, a parent or guardian will be notified and they will be required to collect the student from the School immediately.
- Notification of suspension will be provided to parents/caregivers. In all cases, the notification will:
 - Indicate the reasons for the withdrawal, referring to the serious breach of the School's expectations.
 - Advise the length of the withdrawal, the expected return date, the conditions to be met to enable return and the re-entry support process.
 - Outline the responsibility of parents/caregivers for the care and safety of the student who is under suspension.
 - Request a 're-entry interview' that would be attended by a parent/caregiver and the student prior to re-entry to school.
 - Refer parents/caregivers to the School's Behaviour Management and Responsible Thinking Policies.
 - All automatic home referrals are forwarded to the Townsville Catholic Education Office to be signed by the School's Education Consultant.

Other Points Regarding Automatic Withdrawals:

- The School is not obliged to provide a student with schoolwork during an Automatic Withdrawal period; however, the Principal or their delegate may provide such work if they consider it appropriate to do so.
- Parents/caregivers have responsibility for their children while they are withdrawn from the School, and as such have a responsibility to provide appropriate supervision.
- The student may not attend the School or school-related functions unless otherwise authorised by the Principal or their delegate.
- Students attending special programs, such as school based apprenticeships or training, are not automatically precluded from attending their program if they are temporarily withdrawn from the School.