



ASPIRE - LEARN - ACHIEVE

Responsible Thinking Classroom (RTC) Policy



ACADEMIA



CITIZENSHIP



THE ARTS



TECHNOLOGY



S P O R T

BENTLEY PARK COLLEGE

A Complete Prep to Year 12 Education

Rationale

Staff at Bentley Park College are committed to delivering a high quality education to every student and there is a range of Student Support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

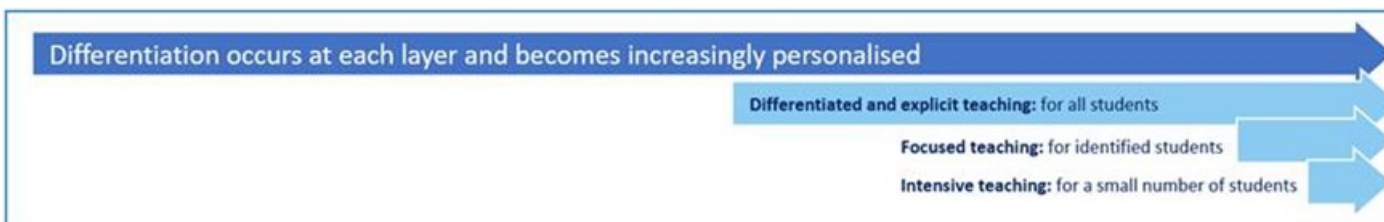
The **Responsible Thinking Classroom (RTC) Policy** outlines the RTC process in Primary and Secondary. They have a focused approach to behaviour intervention, providing support for teachers and identified students in order to redirect and re-establish relationships in the classroom while allowing quality teaching and learning to continue.

Purpose

To clearly outline the **Responsible Thinking Classroom (RTC) Policy** so students and staff understand its application.

Operation of the Policy

Differentiation refers to a tiered approach to the teaching of expected behaviours at Bentley Park College. There are three main layers to differentiation, as illustrated in the diagram below. This differentiation model is the same used for academic and pedagogical differentiation.



Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success. This may include providing students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Bentley Park College has a range of Student Support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations in the RTCs. The Primary RTC is located in R Block, the Secondary RTC is located in G203.

Why do students go to the RTC?

Teachers may refer a student to the RTC when the student continually and persistently disrupts the learning of others and chooses not to respond to a range of classroom strategies directed at improving their behaviour. Each behaviour incident must be recorded in OneSchool.

When a student first disrupts, the teacher asks them a standard set of questions, or redirects them based on the *Essential Skills for Classroom Management*. If as a result the student goes about their business in an orderly manner, they stay in the classroom. If they continue with their behaviour or refuse to answer the questions, they move to the RTC.

What happens in the RTCs?

The RTC is a calm environment where students have the opportunity to reflect on their behaviour. When a student arrives in the RTC the details surrounding their referral is entered onto a computer database. They are then given time to complete a reflection form.

The format for the reflection form has been structured to suit the age and ability of the student. A staff member is available to support the student to complete the reflection form. In Primary, when the form is complete the student returns to the classroom where they negotiate their plan with the teacher. In Secondary, the student remains in the RTC for the duration of the lesson and returns to the classroom for the next lesson, following a re-entry meeting with the teacher.

In Primary, all this can be complete within a 10 to 20 minute time frame. Students negotiate with their teacher as to how they can catch up on the work they have missed.

What happens with students who go to the RTC regularly?

A database of students who visit the RTCs are maintained. This enables the College to retrieve data that shows the frequency of student referrals to the RTCs. If negative behaviour continues and students are frequent users of the RTC, communication between teachers, parents/carers and students will occur.

What about students who are in the RTC now and again?

In Primary and Secondary, the classroom teacher will inform parents/carers if they have concerns about a student's behaviour. This may be in the form of a communication book, phone calls, emails or interviews. School reports are generated at the end of every unit of work and these contain general comments on behaviour.

Students unable to meet behavioural expectations in class will have a completed RTC referral form from the classroom teacher explaining the reasons for the referral, and present this note at the relevant RTC so that a reflection form can be issued.

The information on this reflection form will be used to allow both the student and the teacher to re-establish the relationship to allow for quality teaching and learning to continue in the classroom.

Secondary RTC Referrals

First Referral	Teacher sends student to RTC with green referral slip, first Reflection Sheet completed, teacher contacts parent/carer and completes OneSchool incident with referral to Curriculum HOD, interview with teacher at 1 st lunch on the next school day to negotiate return with contract/apology completed before returning to class, student returns to class.
Second Referral	Teacher sends student to RTC with green referral slip, second Reflection Sheet completed, teacher contacts parent/carer and completes OneSchool incident with referral to Curriculum HOD, interview with teacher at 1 st lunch on the next school day to negotiate return with contract/apology completed before returning to class, student returns to class, lunch detention completed within one day.
Third Referral	Teacher sends student to RTC with green referral slip, third Reflection Sheet completed, teacher contacts parent/carer and completes OneSchool incident with referral to Curriculum HOD, interview with teacher at 1 st lunch on the next school day to negotiate return with contract/apology completed before returning to class, student returns to class, RTC supervisor refers to HOD JS/HODSS regarding three RTC referrals. HOD JS/HOD SS issues red behaviour monitoring card and liaise with Curriculum HOD if same teacher referrals. RTC detention completed at second lunch within one week.
Fourth Referral	Teacher sends student to RTC with green referral slip, Teacher to complete OneSchool including contact with parent/carer and refer to HOD Junior Secondary(JS)/Senior Secondary (SS), interview with teacher and RTC Supervisor at 1st lunch on the next school day to negotiate return with contract/apology completed before returning to class, student returns to class. RTC Supervisor issues letter to parent/carer, Student show cause with parent in meeting with HOD JS/HOD SS who conducts pre-suspension/behaviour interview within the week, if same subject – HOD of subject area.
Fifth Referral	Teacher sends student to RTC with green referral slip, Teacher to complete OneSchool including contact with parent/carer and refer to Relevant Deputy Principal (DP), Student show cause with parent in meeting with relevant DP: suspension or other consequence.
Ongoing valid referrals	Ongoing valid referrals to the RTC will ultimately result in suspension and/or cancellation of enrolment. Students may also be referred to Student Support Services or Education Services for review and assistance.

Documentation

- [Student Code of Conduct](#)
- [Staff training card](#)
- [RTC Reflection Form – Years P-2](#)
- [RTC Reflection Form – Years 3-6](#)
- [5 Step Process](#)
- [RTC Primary Referral Form](#)
- [RTC Primary Referral Process](#)
- [RTC Secondary Referral Process](#)



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