

Warwick West State School



Responsible Thinking Process



Plans will contain the following questions.

This is what I will do to return to the class/playground.
(You need to say when and for how long).

The actions that I will show my teacher when I am following my plan are:

Will this plan help you to be responsible for your behaviour.

When will you need to review your plan

- With your teacher?
- With the Principal?
- With the Deputy Principal?

How long will you need to keep the plan?

If you do not keep the plan, you will return to the R.T.C. and you will need to redo the reflection sheet and the Plan.

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Responsible Thinking Process

Rationale

After reviewing many programs and trying others, we at Warwick West, have found the Responsible Thinking Process to be the most effective way for reducing disruption while enhancing the students ability to resolve problems through the creation of effective plans.

Our Discipline Philosophy

We believe that **all** students are responsible for their own actions and must be taught to respect the rights of others. Teachers have a right to teach and students have a right to learn, without fear for their safety. No student has a right to disrupt at school, regardless of where they are, especially if they are preventing other students from learning or threatening the safety and rights of others. *(Based on the book "Discipline for Home and School" by Edward E. Ford which is available for perusal in our school library).*

Classroom Rules

No child is allowed to disrupt in class or in any other school environment including the playground, the library, the tuck-shop etc. When they do, the following process is executed:



This is the process by which you can teach self-discipline through responsible thinking. Questions will be asked in a calm, respectful, courteous voice and will be asked in the order listed below. Dealing with excuses will be avoided by not asking why.

- **WHAT ARE YOU DOING?**
- **WHAT ARE THE RULES? Or IS THAT OK?**
- **WHAT HAPPENS WHEN YOU BREAK THE RULES?**
- **IS THAT WHAT YOU WANT TO HAPPEN?**
- **WHERE DO YOU WANT TO BE? Or**
- **WHAT DO YOU WANT TO DO NOW?**
- **IS WHAT YOU'RE DOING GOING TO GET YOU WHAT YOU WANT? Be specific.**
- **ARE YOU SURE YOU WANT TO WORK AT THIS?**
- **WHAT WILL HAPPEN IF YOU DISRUPT AGAIN?**

If the student avoids answering a question, the question will be repeated. If they persist in not dealing with the teacher/staff member, then they will be asked the following questions.

DO YOU WANT TO WORK AT THIS OR NOT?

If they continue to avoid dealing with the teacher/staff member, or, if after settling down, they again begin to disrupt, it means they don't want to follow the rules and have chosen to go to the Responsible Thinking Classroom. Then the following is said.

I SEE YOU HAVE CHOSEN TO LEAVE

The children must leave at once and go to the R.T.C. When they decide they want to return and obey the rules, they are taught how to make a plan and how to use it to negotiate their return with the person in charge of where they were disrupting.

When necessary, they will be taught how to make a plan that will help them succeed. After every plan is made, one or more of the following will be asked:

- **HOW ARE YOU GOING TO DEAL WITH THIS PROBLEM THE NEXT TIME IT HAPPENS?**
- **WHAT ARE YOU GOING TO DO THE NEXT TIME YOU GET ANGRY OR UPSET?**
- **ARE YOU REALLY COMMITTED TO THIS PLAN?**
- **HOW CAN I HELP YOU WITH YOUR PLAN?**



TEACHING STUDENTS HOW TO CREATE AN EFFECTIVE PLAN

1. Establishing a small, single, specific area for improvement.
2. Setting a measurable goal to help with feedback.
3. Helping them think through and explain to you their precise detailed action plan for how they're going to achieve their measurable goal.
4. Creating a chart or monitor form as an aid to establishing feedback.
5. Find someone to who you can report your progress.

RESPONSIBLE THINKING CLASSROOM

When a student has chosen to leave, the teacher will fill in an R.T.C. Referral Form. This form explicitly tells the teacher in the R.T.C. which behaviours led to the student's referral.

Once at the R.T.C. students:

1. Knock.
2. Are asked to enter and to observe the R.T.C. rules, and are directed to a seat.
3. Each student is given an appropriate amount of time to calm down as he or she may be feeling angry or upset.
4. Once calm the R.T.C. Supervisor explains or assists the student to fill in a Reflection Sheet.
5. The Reflection Sheet is discussed and it may then be necessary for the child to formulate a plan which will enable he or she to return to where the disruption/breach of rights occurred (i.e. Classroom, playground). **NOTE:** 1st and 2nd time referrals to the R.T.C. may only require a Reflection Sheet and a verbal plan.
6. Once a plan has been formulated, the student then returns to the place the referral took place and negotiates re-entry with the teacher.
7. The student waits quietly in a designated area and waits until the teacher has time to discuss the plan.
8. If the plan is acceptable the student is able to re-enter the classroom/playground. If not, the student may need to return to the R.T.C. to rewrite the plan, until it is acceptable to all parties.
9. If the plan is acceptable, it is signed by the student, the teacher and is then to go home to be signed by the students parent/guardian and returned to the R.T.C. supervisor the next day. A copy of the plan is kept by the R.T.C. Supervisor for referral at a later date if needed.
10. For students who find it difficult to keep to their plan and are needing regular referral to the R.T.C., their case will be discussed at weekly meetings. Individual Behaviour Plans will be developed and reviewed at these meetings, with input from parents, teachers and administration team.
11. If a child chooses to infringe upon the R.T.C. rules and the rights of the other children working on plans, the child will be sent to the office.
12. Upon returning to school the following day, the child will be required to attend the office then the R.T.C. and complete his or her plan.
13. If a child continues to disrupt on returning to school, parents/guardians will be required to attend a meeting at which a plan will be negotiated between teacher, parents and administration.

