



Time 'out'/time away and time 'in' are two methods used to respond to a child's misbehaviour. While their initial intent is similar, their approach and impact on a child are very different. Time out or away is only effective for children who are able to self-regulate and are able to connect the consequence to their behaviour. Children who have experienced significant trauma or have identified difficulties with emotional regulation need time 'in' as detailed in their Behaviour Support Plan.

More Information about Time 'in' can be found here:

[https://www.communityservices.act.gov.au/data/assets/pdf\\_file/0008/1860083/Time-in-time-out-web.pdf](https://www.communityservices.act.gov.au/data/assets/pdf_file/0008/1860083/Time-in-time-out-web.pdf)

Process	Teacher Actions:
Step 1	<ul style="list-style-type: none"> <li>• Verbally offer <b>choice</b> of self-correcting the minor behaviour or notify the student they will be moved within the learning space and removed from the current class activity.</li> </ul>
Step 2	<ul style="list-style-type: none"> <li>• If the minor behaviour persists, relocate the student in the learning space and remove them from the current activity (5-15 minutes depending on the age of the student and the level of disruption). Hold the <b>conference</b> conversation prior to re-entry to the activity. Restate the behaviour that needs to be changed and have the student verbally acknowledge the behaviour and take responsibility for their future actions.</li> </ul>
Step 3	<ul style="list-style-type: none"> <li>• If the behaviour continues upon re-entry <b>prompt, redirect</b> and <b>reteach</b>, following the RPPS consistent response to behaviour flow chart.</li> <li>• Verbally offer the <b>choice</b> of self-correcting the minor behaviour or being removed from the learning space to the allocated classroom (see attached schedule).</li> </ul>
Step 4	<ul style="list-style-type: none"> <li>• If the minor behaviour persists, relocate the student to the designated classroom where they are to complete a behaviour reflection form. Depending on how the student is responding,</li> <li>• After no more than 20 minutes (time to be determined by age and level of disruption), the student returns to their classroom and hold the <b>conference</b> conversation. Restate the behaviour that needs to be changed and have the student verbally acknowledge the behaviour and take responsibility for their future actions.</li> <li>• The exiting teacher contacts parent/guardians by phone to inform them of the behaviour incident. A copy of the behaviour reflection is sent home with the student and a chronicle entry of the incident to be added to Compass. If parents were not able to be reached via phone call, then an email may be sent.</li> </ul>
Step 5	<ul style="list-style-type: none"> <li>• If the same minor behaviour continues after the second re-entry <b>prompt</b> and offer the <b>choice</b> of self-correcting or removal to the relevant sub-school assistant principal and appropriate consequences will be issued. The assistant principal will communicate with the teacher a plan for communicating with parents/guardians and a comment will be added to the Compass chronicle previously recorded by the classroom teacher in step 4.</li> <li>• The sub-school assistant principal will facilitate the <b>conference</b> conversation between student and teacher prior to the student re-entering the learning space.</li> </ul>