Development of Personal Responsibility Policy
Vision for our Students and Community

St Joseph’s School, in partnership with students, parents, staff and the wider community strives to develop positive relationships, personal responsibility and behaviour education processes based on the Gospel values and the charism of Mary MacKillop.

We aim to provide students with opportunities and experiences that foster their spiritual, physical, emotional, social and intellectual growth.

We aspire to develop in our students an ability to recognise and value safe and positive relationships based on our motto ‘Love in all Things’ and our values Respect, Inclusion, Faith and Service Responsibility and Integrity.

Values and Beliefs

Our Catholic ethos and Josephite tradition along with our core school values must be at the heart of all that we do.

To develop positive behaviours a holistic, integrated and developmental approach is needed across curriculum, pedagogy, pastoral care structures, environment, policies and procedures which respects individual needs and differences.

Behaviour is based on having one’s needs met. Therefore behaviour education is about developing students’ knowledge, skills and attitudes necessary to meet their needs safely and in positive ways.

To develop positive behaviours and the capacity to be responsible for their actions, students need explicit, experiential opportunities to practise relational and resiliency skills.

We believe a student centred, positive strengths based approach using a justice and reconciliation model supports:

- student diversity
- appropriate behaviour and skill development
- caters for individuals based on a three tiered needs approach - duty of care, education and pastoral response

We believe this is more effective than a punitive or deficit model.

The whole community can support and impact upon student development and behaviour. Sharing resources and fostering partnerships between parents, school and the wider community is imperative.
Understanding Human Behaviour

When students develop self-awareness and an ability to understand and manage their own behaviour they are capable of taking responsibility for themselves and contributing positively to their world.

In partnership with families and the community, schools have a critical role in developing students’ sense of optimism and their capacity to contribute to their personal wellbeing and shape a positive future for their local and the global community.

Education that focuses on social and emotional learning promotes students’ capacity for personal responsibility and positive relationships. The skills include the ability to:

- recognise and manage emotions
- respect and care for self and others
- develop positive relationships
- make good decisions
- behave responsibly and ethically

At school students develop personal responsibility when there is a whole school approach. This is underpinned by caring relationships, active learning, engaging curriculum that is flexible and responsive to student needs and placed within a context of wider environmental and community relationships.

Each person needs to take responsibility for creating and supporting the learning environment. Students need to take responsibility for their own behaviour choices, respect and support the rights of others and accept consequences for their choices. Parents need to take responsibility and accept that they are role models for their children, encourage their children to make good choices and support school policies and practices. Staff need to take responsibility to create a safe, caring and supportive learning environment, to be role models, to support students to develop personal responsibility and support school policies and practices.

A Whole School Approach

We are committed to providing a safe, happy and supportive environment for all that work and learn in our school community. To support the growth of students' social, spiritual and emotional development a whole school approach is needed that integrates curriculum, environment, structures and policy. Review, reflection and recreating are important aspects of this work.
We believe the following encourages and develops positive behaviours:

**Structures**

House meetings, peer support, leadership programs, class meetings and student forums.

**Pedagogy**

Positive student/teacher relationships, explicit social skills teaching, inclusive teaching practices, collaborative learning, modelling and scaffolding, constructive feedback and encouraging risk taking with an emphasis on experiential learning and celebrating success.

**Curriculum**

Understanding of self and others through Religious Education, Family Life, SOSE and Health.

**Environment**

Outdoor play spaces that support student’s spiritual, social, physical and wellbeing needs.

**Consequences**

Consequences for negative, unsafe and disrespectful relationships and behaviours will be considered in three ways:

1. **Safety – Duty of Care**

   What is our duty of care? Is everyone safe in this situation? How unsafe was the behaviour? What are the legal/duty of care requirements that need to be followed?

2. **Learning**

   What does the student need to learn to make a good decision or a better choice next time? What do we want the student to learn from the incident or event? How are we going to teach it?

3. **Pastoral Care**

   What do we know about the student? Does the student have any social/emotional/special needs that require additional support? Are restorative practices in place?

Having clear expectations for students is very important. The Values of Respect, Inclusion, Faith and Service, Responsibility and Integrity are the underlying principles for these expectations.
## Examples of behaviours

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Examples</th>
<th>Procedure Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low Level</strong></td>
<td>Low risk behaviours which may compromise the safety, learning and relationships with self, others and the environment. For example unfair play, calling out in class, littering, running on pathways.</td>
<td>Student is spoken with about choice and future action. A consequence may occur.</td>
</tr>
</tbody>
</table>
| **Medium Level** | Significant behaviours which potentially put at risk safety, learning, relationships with self, others and the environment. For example teasing, play fighting, swearing, disobeying staff, kicking chairs, slamming doors, low grade deliberate damage of property. | • Immediate time out  
• Investigation of incident  
• Student is spoken with about choice and future action  
• Follow up occurs eg restoring relationships  
• Time in the Reflection Room may be given  
• If continuous poor choices are made parents and Leadership Team will be notified.  
• A Student Support Plan may be implemented. |
| **High Level** | Behaviours which are of an extreme nature which seriously put at risk the personal safety of the individual, personal safety of others/social and emotional wellbeing of others, safety and maintenance and nurturing of the environment. For example physical and aggressive behaviour, explicit offensive language, bullying, cyber bullying, sexual/racial harassment, verbal abuse, deliberate destruction/damage of property, theft, inappropriate sexual behaviour, accessing inappropriate adult materials deliberate and continued non compliance/defiance, leaving school site without permission. | • Immediate time out – student is removed from the yard or class  
• Leadership Team notified  
• Parents notified  
• Investigation of incident begins  
  - Possible outcomes:  
  - Student Support Plan put in place  
  - Class or yard suspension  
  - School suspension – re-entry meeting on return |
A Whole School Approach to Building Positive Relationships

**Pedagogy**
- Student / teacher relationships
- Negotiated classroom expectations
- Class Meetings
- Cooperative learning
- Teacher learning teams

**Structures**
- Buddy Classes
- House meetings
- Hectorville Inclusion Program (Special needs, identity and behaviour)
- Reflection Room
- Wellbeing committee
- Assemblies & celebrations
- Caritas Awards

**Support Staff**
- Wellbeing Coordinator
- Chaplain
- Student Learning Coordinator
- REC

**Programs**
- Rock & Water
- Seasons for Growth
- LAP
- Game buddies
- Fun Club
- Mentoring
- Student Leadership
- Peer support

**Curriculum**
- Inclusive Curriculum
- Relevant, engaging and thematic approach across the year levels to support social/emotional development
- Explicit social/emotional skills
- Teaching Social Stories

**Environment**
- Creating small communities through year level assemblies, prayer services
- Developing the outdoors to support wellbeing and creative play

**Values**
- Our Catholic