Development of Personal Responsibility Policy

Love in all things
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>
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<tbody>
<tr>
<td><strong>Low Level</strong></td>
<td>Low risk behaviours which may compromise the safety, learning and</td>
<td>Student is spoken with about choice and future action. A consequence may occur.</td>
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<td></td>
<td>relationships with self, others and the environment. For example unfair</td>
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<td>play, calling out in class, littering, running on pathways.</td>
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<td><strong>Medium Level</strong></td>
<td>Significant behaviours which potentially put at risk safety, learning,</td>
<td>• Immediate time out</td>
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<td>relationships with self, others and the environment. For example teasing,</td>
<td>• Investigation of incident</td>
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<td></td>
<td>play fighting, swearing, disobeying staff, kicking chairs, slamming</td>
<td>• Student is spoken with about choice and future action</td>
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<td>doors, low grade deliberate damage of property.</td>
<td>• Follow up occurs eg restoring relationships</td>
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<td>• Time in the Reflection Room may be given</td>
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<td>• If continuous poor choices are made parents and Leadership Team will be notified.</td>
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<td>• A Student Support Plan may be implemented.</td>
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<td><strong>High Level</strong></td>
<td>Behaviours which are of an extreme nature which seriously put at risk the</td>
<td>• Immediate time out – student is removed from the yard or class</td>
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<td>personal safety of the individual, personal safety of others/social and</td>
<td>• Leadership Team notified</td>
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<td>emotional wellbeing of others, safety and maintenance and nurturing of</td>
<td>• Parents notified</td>
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<td></td>
<td>the environment. For example physical and aggressive behaviour, explicit</td>
<td>• Investigation of incident begins</td>
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<td>offensive language, bullying, cyber bullying, sexual /racial harassment,</td>
<td>- Possible outcomes:</td>
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<td>verbal abuse, deliberate destruction/damage of property, theft,</td>
<td>- Student Support Plan put in place</td>
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<td>inappropriate sexual behaviour, accessing inappropriate adult materials</td>
<td>- Class or yard suspension</td>
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<td>deliberate and continued non compliance/defiance, leaving school site</td>
<td>- School suspension – re-entry meeting on return</td>
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<td>without permission.</td>
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<td>Examples of Behaviour</td>
<td>Response</td>
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</table>
| **Low Level**: Low risk behaviours which may compromise safety, learning and relationships with self, others or the environment. Examples are:  
  - littering  
  - unfair play  
  - disrespecting school equipment or property  
  - running on pathways  
  - calling out in class | **The following procedures are used:**  
  1. Discuss the situation with child.  
     Immediate response from teacher in class/yard.  
  2. Give reminder – to heighten the child's awareness of their behaviour. This is reinforced through class meetings, year level and whole school assemblies.  
  3. Withdrawal from play/class to sit out and think about their actions.  
  4. Inform yard duty / class teacher if deemed necessary. |
| **Medium Level**: Significant behaviours which potentially put at risk safety, learning, relationships with self, others or the environment.  
  - teasing  
  - play wrestling  
  - swearing  
  - being disrespectful and argumentative  
  - disobeying staff  
  - kicking chairs, slamming doors  
  - low grade deliberate damage of property  
  - removable graffiti | **The following procedures are used:**  
  1. The teacher conferences all parties to find out what happened. This could be done by writing the story or the child telling the teacher.  
  2. Discuss with the child the effects of their behaviour.  
  3. What different choices could have been made?  
  4. Work towards restoring the relationship with others – how can this be done?  
  5. The Reflection Room may be used as a follow up for steps 1-4 above.  
  6. Teacher completes Student Incident Form.  
  7. If behaviour continues or the child has been in the Reflection Room more than three times in a term then a Student Support Plan needs to be put in place. The plan is to support the child to learn new competencies, skills or behaviours. The class teacher will organise a review meeting with child, parents with the support of leadership if necessary.  
  8. To support the child all staff are informed of the Student Support Plan. |
<table>
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<tr>
<th>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 well being of others, safety and maintenance and nurturing of the environment.</th>
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| • physical and aggressive behaviour  
• explicit offensive language  
• verbal abuse  
• bullying – consistent verbal, physical or emotional abuse  
• cyber and texting bullying  
• sexual/racial harassment  
• deliberate destruction/damage of property  
• theft  
• inappropriate sexual behaviour  
• accessing inappropriate adult materials  
• deliberate and continued non compliance/defiance  
• leaving school site without permission |
| The following procedures are taken: |
| 1. Immediate time out. This will assist the child/ren to calm down or cool off. |
| 2. Child is removed from class/yard. |
| 3. Leadership is contacted immediately and will undertake the following process:  
  - Parents to be contacted.  
  - Child (with parent) is questioned.  
The seriousness of the issue will determine the next steps. This could involve attending the Reflection Room, withdrawal from the yard, internal withdrawal or suspension. The Principal is involved in the process for suspensions. |
| 4. A Student Support Plan or Re-entry Plan is written for the child to re-enter the school/class. This is done in collaboration with the school, parents and child. |
| 5. The child’s progress is case managed. This will involve weekly meetings to review goals and assess the child’s progress. The purpose of the plan is to assist the child to learn to make better choices and to be safe with others. |
| 6. A team will be established to support the child. This could involve the class teacher, Well being Coordinator, Student Learning Coordinator, CEO behaviour education Consultant and a member of Leadership Team. All parties to be communicated about progress. |
| 7. To support the child all staff are informed of the Student Support Plan or Re-entry Plan. |
Injuries

As a result of an incident the child may require first aid. Parents need to be contacted and informed of the incident.

The Reflection Room

The room is open at lunchtimes from 1pm until 1.30pm. Time in this room is used to listen to the child, explore the issue and use a problem solving approach to support the child to make better choices. As possible the same staff will supervise the room each week. Student attendance will be monitored. If a student should attend the Reflection Room more than three times in one term the school will initiate the Case Management Support Process.

Case Management Support Process

If a child’s behaviour does not show improvement a review meeting with the child, parents, the class teacher and a member of the Leadership Team will be held to discuss progress. A Student Support Plan will be documented to assist the student. The student will meet with a member of the Leadership Team each week to assess progress and goals. Further review meetings may involve the class teacher, Well Being Coordinator, Student Learning Coordinator and the CEO Behaviour Education Consultant.

Suspension

For serious and exceptional incidents or after other reasonable methods have been used to modify the student's behaviour a student may be suspended by the Principal. The procedures outlined in the Suspension and Expulsion Policy SACCS 2006 will be followed. Parents would be contacted to attend a Re-Entry Meeting with their child and the Principal. A Re-Entry Plan would be documented with the student. The student would then be supported by the Case Management Support Process.

Documentation

Medium and high level incidents need to be documented. This includes recounts by students and the follow up actions by staff. These documents will be filed with the Principal.

Implementation Date: January 2009

Review Date: December 2012