DEVELOPMENT OF PERSONAL RESPONSIBILITY POLICY

ST JOSEPH’S SCHOOL
KINGSWOOD

Reviewed August 2012
St Joseph’s Kingswood is all about our children. We create and uphold a nurturing environment for our children, families, teachers, volunteers, and the wider parish. We are a Catholic community of educators and learners who strive for excellence in education, and we are innovative and collaborative in our approach. Our life long purpose is to maintain a sense of belonging for all our children encouraging them to reach their full potential.

1. **Purpose**

This policy supports the growth of each person, their dignity, uniqueness and their relationship with others. The policy focuses on the development of personal and social responsibility in students and the opportunities that school communities provide for this development.

2. **Principles**

2.1. The development of social and emotional competencies and personal and social responsibility contribute to the lifelong learning of all students and preparation for active participation in the wider community.

2.2. This policy strengthens the effective teaching and learning practices already occurring in our school that supports student behaviour, learning and wellbeing.

2.3. Personal Responsibility Policy and Procedures aim to maintain the safety, wellbeing and protection of all students, to build positive relationships within the school community and to promote successful learning.

2.4. Learning and wellbeing are interconnected and will flourish where teaching and learning is inclusive, dynamic, student centred and relevant.

3. **Accountability**

All members of the School Board and school community are responsible for promoting adherence to the policy, and complying with the policy and standards.

4. **Policy and Procedures**

4.1. **Rights and Responsibilities of Students**

4.1.1. **Rights**

4.1.1.1. To work in a safe, caring and Christian environment based on the Gospel values of justice, reconciliation and respect for human dignity.

4.1.1.2. To be respected and supported in their teaching and learning.

4.1.1.3. To a curriculum which is accessible and relevant.

4.1.1.4. To a safe environment.

4.1.1.5. To be involved in school decision-making, when appropriate.

Responsibilities
4.1.1.6. To respect and support the rights of other students, staff and themselves to participate fully in the teaching and learning processes.

4.1.1.7. To respect and maintain a safe and clean environment

4.1.1.8. To be aware of, and take responsibility for their own behaviour choices.

4.1.1.9. To be involved with staff and parents in deciding the school community’s expectations of behaviour and the consequences of irresponsible behaviour and work towards positive behaviour.

4.1.1.10. To empower themselves to make wise choices about their behaviour supported through the teachings of Friendly Schools and Families and the introspective strategies of Choice Theory.

4.2. Rights and Responsibilities of Staff

4.2.1. Rights

4.2.1.1. To be respected as professionals by others in the community.
4.2.1.2. To work in a safe, caring and Christian environment
4.2.1.3. To be supported by the parents.

4.2.2. Responsibilities

4.2.2.1. To model and teach the Gospel values of justice, reconciliation and respect for human dignity.
4.2.2.2. To create a safe and supporting learning environment.
4.2.2.3. To develop and maintain inclusive and engaging teaching and learning programs and initiatives for all students with a focus on building social and emotional competencies and the development of personal and social responsibility
4.2.2.4. To develop and implement specific behaviour intervention programs and strategies where necessary.
4.2.2.5. To recognize and reinforce in students a greater understanding, acceptance and demonstration of responsibility for their own behaviour.
4.2.2.6. To increase the opportunities for students to experience a range of successes and to acknowledge these successes.
4.2.2.7. To inform and support parents in the education of the child.
4.2.2.8. To participate meaningfully in the development of school procedures and policies.

4.3. Rights and Responsibilities of Parents

4.3.1. Rights

4.3.1.1. To be informed and invited to participate in their child’s education.
4.3.1.2. To work in partnership with teachers in the education of their child.
4.3.1.3. To be welcomed and acknowledged as part of the school community.
4.3.1.4. To be involved in decision making through the appropriate channels.
4.3.1.5. To express genuine concerns via the appropriate channels.

4.3.2. Responsibilities
4.3.2.1. To become actively involved in the education of their child.
4.3.2.2. To encourage their child to respect and support the rights of others in the light of the Gospel values.
4.3.2.3. To support the building of a Christian school community.
4.3.2.4. To be involved in decision making through the appropriate channels.
4.3.2.5. To support school policies and procedures of the policies.

5. Review

This policy will be reviewed every 3 years, or earlier if information becomes available that significantly affects the content of the policy.
6. Appendices

Appendix 1

Yard Expectations and Response Process

1. Warning or reminder for non-dangerous behaviour.
2. If behaviour continues or is of a more serious nature, students have time aside in a designated place. This is intended to be reflection time for the student. Teacher discretion as to the time required is to be used.
3. If the behaviour continues, the student is referred to the leadership team by the yard duty teacher/supervising adult.
4. A “Time out form” will be sent home with the child. Parents will need to sign it and return to classroom teacher the following day.
5. Class teachers to return it to the leadership team once signed for school records.
Appendix 2

Classroom Expectations and Response Process

Teachers and children will discuss and decide points relevant to their class

Suggestions for Positive Reinforcement

- School awards presented at assemblies
- Class rewards, e.g. stickers, negotiated special personal time, class raffle tickets, etc.
- Praise specific behaviour
- Special privileges
- Note in diaries to parents
- Table groups
- Star of the Week

Consequences – Class Behaviour

1. Warning
2. Time Aside in class reflecting on behaviour (written or verbal)
3. Re-join Class. If behaviour continues...
4. Time Out in a Support Class. - See student action Plan for this step. Teacher records in class personal file. Student completes “Time Out in Support Class Sheet”
5. Re-join Class. If behaviour continues....
6. Refer to leadership team
7. If the child refuses to go on Time Out, send a messenger to the office so that another team member can give assistance. Re-entry plan negotiated at this point.
8. Principal/teacher/student/parent discussion. After a pattern of Time Out or extreme behaviours-
9. Suspension/expulsion at discretion of school principal in liaison with C.E.O

At any time in the process it may be felt appropriate for the student to be involved in;

- Peer mediation
- Write a letter
- Restorative justice/act
- Community service
- Negotiated class/school rules
- Individual action plans
- Peer mentoring in classroom
- Cool down areas
- Parent contact
- Support agencies eg. Autism SA
- Re-direction
- Counselling
- Routines/structure
- Service to others
- Outreach/mission

Note;
• Senior Teacher/Principal will give class teacher support regarding a particular child’s behaviour at any stage if requested. Then a meeting will be arranged involving child’s teacher and Principal/Senior teacher. Reentry plan negotiated at this point.
• Continued threatening/dangerous behaviour: Principal to intervene
• Unsafe behaviour, physical or verbal abuse: straight to step 9
• Inform leadership team if child is in Support Class frequently so support system can be put into place. Teacher to decide what constitutes a “pattern” of time out.
• If a Class Teacher decides to speak to a parent about their children’s behaviour, please inform leadership team (as appropriate).

Plan of action for Volatile Situations

1. Remove class out of the room, away from the disruptive student.
2. Principal/teacher/student/parent discussion (See step 8)
Appendix 3

Student Action Plan

At the time out and time aside stages, students will be required to undertake a formal reflection process.

- Time Out - written reflection sheet completed

Teacher Action Plan

Follow step approach. This includes implementing a student action plan when necessary.

At appropriate time (best option is at re entry) a “Choice Theory” based discussion should ensue.

Parent/Principal Action Plan

As a result of repeat pattern or extreme behaviours, a more detailed re-entry plan for the parties concerned will be developed.