



St Joseph's School
Kingswood

DEVELOPMENT OF PERSONAL RESPONSIBILITY POLICY

ST JOSEPH'S SCHOOL KINGSWOOD

Rationale

St Joseph's Kingswood is a Catholic school in the Josephite tradition. 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

- The development of social and emotional competencies and personal and social responsibility contribute to the life- long learning of all students and preparation for active participation in the wider community.
- This policy strengthens the effective teaching and learning practices already occurring in our school that supports student behaviour, learning and wellbeing.
- 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.
- 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

- To work in a safe, caring and Christian environment based on the Gospel values of justice, reconciliation and respect for human dignity.
- To be respected and supported in their teaching and learning.
- To a curriculum which is accessible and relevant.
- To a safe environment.
- To be involved in school decision-making, when appropriate.
- To feel safe, valued and dignified whilst using Information Communication Technologies (ICT)

4.1.2.Responsibilities

- To respect and support the rights of other students, staff and themselves to participate fully in the teaching and learning processes.
- To respect and maintain a safe and clean environment
- To be aware of, and take responsibility for their own behaviour choices.
- 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.
- To empower themselves to make wise choices about their behaviour supported through the teachings of the strategies from Way to A, using a 5 point scale and Friendly Schools and Families.
- To use ICT in an appropriate manner and to respectfully communicate with others if and where appropriate.

4.2.Rights and Responsibilities of Staff

4.2.1.Rights

- To be respected as professionals by others in the community.
- To work in a safe, caring and Christian environment
- To access professional development which is relevant to the School Development Plan.
- To access all documentation on the Way to A and 5 point scale
- To be supported by the parents.

4.2.2.Responsibilities

- To model and teach the Gospel values of justice, reconciliation and respect for human dignity.
- To create a safe and supporting learning environment.
- 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
- To develop and implement Individual Education Programs and action plans which outlines specific behaviour intervention and strategies where necessary.
- To recognize and reinforce in students a greater understanding, acceptance and demonstration of responsibility for their own behaviour.
- To increase the opportunities for students to experience a range of successes and to acknowledge these successes.
- To inform and support parents in the education of the child.
- To implement and educate students on the program Way to A and the use of a 5 point scale so consistent behaviour management strategies are used throughout the whole school
- To participate meaningfully in the development of school procedures and policies.

4.3. Rights and Responsibilities of Parents

4.3.1.Rights

- To be informed and invited to participate in their child's education.
- To work in partnership with teachers in the education of their child.
- To be welcomed and acknowledged as part of the school community.
- To be involved in decision making through the appropriate channels.
- To express genuine concerns via the appropriate channels.
- To site all adjustments made for their child which are outlined on an Individual Education Plan.

4.3.2.Responsibilities

- To become actively involved in the education of their child.
- To encourage their child to respect and support the rights of others in the light of the Gospel values.
- To support the building of a Christian school community.
- To be involved in decision making through the appropriate channels.
- To support school policies and procedures of the policies.
- To site and sign Individual Education Plan.

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 need to “cool down/have a break” 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 record of conversation/documentation will be taken by a member of the leadership team and a consequence negotiated for the particular student/s involved at the next appropriate break being either Recess or Lunch. Parents will be informed by a member of the leadership team or by the class teacher.
5. Class teacher will be informed by leadership team of action taken.

Plan of action for Volatile Situations in the yard

1. Remove students away from the disruptive student. Keep self and others safe. If necessary, initiate a lockdown situation.
2. Give the disruptive student space – monitor from a distance.
3. Call for support from leadership team.
4. If behaviour involves violence toward self or others, including staff, then child may be sent home.
5. If child remains at school: Principal/teacher/student/parent discussion about inappropriate behaviour.
6. If child sent home: Re-entry meeting upon return to school. Agreement regarding re-entry protocols.

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. A and B choice tokens, 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

- Warning with reminder of A and B choices. If behaviour continues...
- Counsel the student and discuss how they can turn their B choice into the counteracting A choice. A negotiated cool down or break time may be offered so that the student can return to the classroom focused. See student action plan/5 point scale for this step.
- Re-join class. If behaviour continues...
- Send student into an adjoining/support classroom to continue with work and to refocus so they can re-join the class making A choices.
- Re-join class. If behaviour continues....
- Refer to leadership team
- If the child refuses to go phone the front office as a member from the leadership team can give assistance. Re-entry plan negotiated at this point using the 5 point scale.
- Principal/teacher/student/parent discussion. After a pattern of B choices emerges or extreme behaviours.
- Persistent extreme behaviours will lead to student withdrawal from class program – either internally, or by being sent home. In this event, a re-entry plan is devised, in consultation with family and teacher and leadership team.
- As an absolute last measure, suspension/expulsion may be considered, 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;

- Their own 5 point scale
- 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 e.g. 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. Re-entry 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 adjoining/support class frequently so support system can be put into place. Teacher to decide what constitutes a "pattern" of B choices.
- If a Class Teacher decides to speak to a parent about their children's behaviour, please inform leadership team (as appropriate) and take a record of conversation for student's file.

Plan of action for volatile situations in the classroom

- Remove class out of the room, or away from the disruptive student. Keep self and others safe. If necessary, initiate a lockdown situation.
- Give the disruptive student space – monitor from a distance.
- Call for support from leadership team.
- If behaviour involves violence toward self or others, including staff, then child is sent home.
- If child remains at school: Principal/teacher/student/parent discussion (See step 8)
- If child sent home: Re-entry meeting upon return to school. Agreement regarding re-entry protocols.

Appendix 3

Student Action Plan

At appropriate stages, students will be required to undertake a reflection process on A and B choices or 5 point scale whether that be in a non-written response/conversation with class teacher or as a written reflection which will be added to the student's file.

Teacher Action Plan

Follow step approach. This includes implementing a student action plan using the 5 point scale when necessary.

At appropriate time (best option is at re-entry) a discussion should ensue based on a 5 point scale and A and B choices.

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 around a 5 point scale and specific A choices the student needs to adhere to.