PERSONAL RESPONSIBILITY POLICY

Jesus said “Love God and love one another.” (Mark 12: 30-31)

APPROVAL OF PERSONAL RESPONSIBILITY POLICY

Principal

College Board Chair

Date: 19 September 2013

Review Date: September 2017
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VISION STATEMENT

We nurture in our endeavours God’s gifts of holy friendship, a passion for learning and celebration of personal excellence.

OUR MISSION

St Francis de Sales College is a learning community that works together to build an environment in which faith is nurtured in a Catholic Christian tradition. It does this by recognising individuals’ skills and talents while appreciating and accepting their uniqueness.

The College is committed to promoting community and personal fulfilment through life enhancing relationships.

St Francis de Sales, as patron, symbolised the high hopes that are held for every St Francis de Sales College student so that, inspired and guided by his example, each child may:

- promote a culture of life through courage in responding to the challenges that life brings
- foster the engagement of faith and reason
- develop a love of learning and independent thinking
- value and respect individuals, irrespective of position, wealth, racial origin or religious beliefs
- become a socially responsible contributor in the community and to society
- acquire virtue and wisdom and respond generously to others throughout life.

OUR CONTEXT

St Francis de Sales College is a Catholic School that bears witness to Gospel values. As a community we value the charism of St Francis de Sales and the emphasis he placed on Holy Friendship and lifelong learning. We believe that positive relationships are the basis of all teaching and learning in our College community. The College Heart Values of Faith, Perseverance, Justice, Wisdom, Compassion, Integrity, and Respect are the underpinning principles of our community.

All members of the College community are responsible for their own learning and personal development. The purpose of this policy is to provide strategies that enable individuals to grow towards their full potential.

WE FOSTER THE DEVELOPMENT OF PERSONAL RESPONSIBILITY BY:

- nurturing positive and sustaining relationships where all people are responsible for their own behaviour, showing dignity, respect and value for themselves and others
- ensuring that all members of our community are responsible for their own capacity in teaching, learning and social pursuits, where the needs of the individual is taken into account
- recognising the uniqueness of individuals and empowering them to develop their own sense of self
- protecting the rights of others and supporting students to make responsible decisions; the College has an obligation to respond to inappropriate behaviours
- utilising the development of personal responsibility based upon the values of justice, reconciliation and cooperation.

All members of the College community seek to:

- support the policies of the College and endeavour to facilitate effective teaching and learning practices
- ensure that everyone feels safe and recognised for their individuality
- treat everyone with respect, fairness and justice
- listen to and respond in an appropriate and positive manner
- care for College property and show respect for the property of others
- respect the rights of others to learn and teachers to teach.

**STUDENT CODE OF CONDUCT**

The student code of conduct implies that all students have the right to:

- feel safe and to be treated with understanding and respect
- be treated fairly and with respect
- expect property to be safe
- benefit the good name of the College
- have the opportunity to learn
- respect and respond to their teachers, supporting positive relationships and positive teaching environments.

The following responsibilities support these rights:

- treat others with respect, fairness and courtesy, and prevent others from feeling unsafe
- respect the position and responsibilities of staff
- care for school property and show respect for the property of others
- wear the College uniform and behave in a manner that reflects positively upon self, family and the College community
- respect the right of students to learn and teachers to teach
- uphold the Student Code of Conduct.

Teachers are expected to develop and maintain a teaching and learning environment that provides consistent and fair boundaries and expectations for each of their classes. These are to be explained explicitly at the beginning of the teaching program and may be revisited weekly until the explicit understanding of the Personal Responsibility Policy is enacted by students. The College community, as stakeholders, are to be advised of the policy so that all members of the College are empowered to take responsibility for their choices.

As the foundation of teaching and learning in our College is based on the relationships between members of our community, we use Restorative Practice to maintain a proactive approach to repairing harm.

To support the understanding of our Restorative Practice model, the concept of students learning about their behaviour is informed by the following four skills:

1. Personal accountability – an autonomous, independent understanding of right from wrong – in the absence of anyone telling them.
2. Responsibility for self and the ability to manage their emotions - using ‘I’ language.
3. The capacity to cooperate and work with others – even when they may not feel like it.
4. A sense of personal potency – that they know they can make a difference for themselves, for others, and make decisions that affect them and act on their own sense of right and wrong.

[Dr Louise Porter – ‘Children are People Too’-Wellbeing Australia]

Problem-solving day to day issues and difficulties provide opportunities to assist students to develop resilience and empower them to appropriately solve and repair relationship problems.
It is believed that the elements of Restorative Practice will enable members of our community to make positive choices, and to ensure that affirmative action will be taken to build productive and sustaining relationships with each other in community. Positive relationships are integral to effective teaching and learning. Restorative Practice is recognised as an integral element of developing personal responsibility.

RESTORATIVE PRACTICE PROCESS

<table>
<thead>
<tr>
<th>Steps:</th>
<th>Teacher and student/student and student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What has happened? (What were you thinking at the time? What have you thought about since?)</td>
</tr>
<tr>
<td>2.</td>
<td>Who has been harmed/affected? In what way? (What did you think when you realised what had happened? What impact has this incident had on you and others? What has been the hardest thing for you?)</td>
</tr>
<tr>
<td>3.</td>
<td>What do you need to do to repair the harm? When do you believe would be the right time to do so?</td>
</tr>
<tr>
<td>4.</td>
<td>How can I support you with this?</td>
</tr>
<tr>
<td>5.</td>
<td>What do you believe would be an appropriate consequence for your actions? (subject to situation)</td>
</tr>
<tr>
<td>6.</td>
<td>If the agreement is not completed what do you think should happen next?</td>
</tr>
<tr>
<td>7.</td>
<td>If there is a repeat of this behaviour what do you believe would be an appropriate response from the College?</td>
</tr>
</tbody>
</table>

A consequence may apply to the perpetrator, subject to the incident and level of harm. This is determined in line with the Personal Responsibility Policy.

In the case of negotiation for re-entry into the classroom: Students are made aware that they are part of our community, they are valued, but their behaviour in this instance is not acceptable. Students are required to commit to improving their behaviour through specific actions prior to class re-entry.

PROCEDURES TO SUSTAIN THE PERSONAL RESPONSIBILITY POLICY

To support the College expectations for the development of the Personal Responsibility Policy, the following consequences for inappropriate behaviour, which is not supportive of this policy, are developed to ensure that all members of the College community are responsible and accountable for their actions.

Each Sub School will operate a Student Choice Room to support the actions of the Personal Responsibility Policy. This will be staffed by corresponding teachers in each Sub School in an endeavour to provide a consistent and relationship-based approach.

Process for supporting the Personal Responsibility Policy in the classroom
Refer to Appendix A for the process to support the effective use of the Student Choice Rooms.

Process for supporting the Personal Responsibility Policy in the yard
Refer to Appendix B for the process to support the effective guidance of personal responsibility in the yard.

Use of Choice Room
The Choice room will be held in locations nominated by each Sub School – teachers are requested to advise the duty teachers if possible before sending a student and the reason. This may be through email or advising the Personal Assistant (PA) to Head of School (HOS) to communicate the information within the immediate time frame.
Purpose: Students will either present or be required to complete a written reflection on their actions and the reparations they will make to support the development of their personal responsibility.

Refer to Appendix C for examples of each Sub School's Student Choice Reflection form.

This form will be cross-checked with the teacher involved for clarification of the incident, then returned to the student’s Homeroom teacher to be kept on file. When three incidences have occurred the students will be required to attend the Choice Room relevant to their Sub School and Head of School will be notified for further support. Information will be kept on file and parents / caregivers notified as per the process.

MONITOR AND REVIEW

This document will be reviewed within four years of the date of issue. Changes in legislation or Catholic Church Policy may necessitate earlier review and subsequent amendment or re-issue.

SUPPORTING DOCUMENTS

Cyber Safety Policy
Anti Harassment Policy
ICT Acceptable Use Policy
Substance Abuse/Drug Policy
Grievance and Resolution Policy for Students and Adults
### APPENDIX A: PROCESS FOR SUPPORTING THE PERSONAL RESPONSIBILITY POLICY IN THE CLASSROOM

<table>
<thead>
<tr>
<th>Steps</th>
<th>Actions</th>
<th>Consequence</th>
</tr>
</thead>
</table>
| 1     | Non-compliance in the College:  
- prevention of teaching and learning  
- disrespect to other College members – physically or verbally  
- inappropriate language  
- incorrect uniform  
- disrespect of property. | Teacher requests action to change:  
- reminder of inappropriate behaviour and request to modify/show awareness of choice  
- Student may need a 5-10 minute respite from class/teacher and then re-enter if appropriate (a student choice form may be required to be completed). |
| 2     | Refusal/defiance of teacher request  
Student will spend time in a Buddy Class filling out a Choices Sheet. If the student refuses to leave the classroom then HOS or a member of the Leadership group is required to remove the student from that class for immediate intervention and restorative conferencing in line with the procedure. | Teacher provides:  
- explicit instruction of policy  
- build relationship/understanding of action  
- organisation of a buddy class and informs students of the location  
- instruction to see buddy class  
- diary note and/or phone call home. |
|       | Behaviour in the Choice Room must be respectful and productive. | Choice made by student; if positive then allowed to remain in classroom/environment. |
| 3     | Repeat of inappropriate choices | Direction to Choice Room  
- contact made to parent/s or caregiver/s  
- a behaviour action plan to be established with Choice Room teacher/Head of School and provided to staff. |
| 4     | Repeat of inappropriate choices | Personal Responsibility Plan – Homeroom Teacher (HRT)/HOS |
# APPENDIX B: PROCESS FOR SUPPORTING THE PERSONAL RESPONSIBILITY POLICY IN THE YARD

<table>
<thead>
<tr>
<th>Steps</th>
<th>Actions</th>
<th>Consequence</th>
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</thead>
</table>
| 1     | Non-compliance in the College:  
- disrespect to other College members  
  – physically or verbally  
- inappropriate language  
- incorrect uniform  
- disrespect of property/environment  
- non-compliance with boundaries. | Teacher requests action to change:  
- reminder of inappropriate behaviour and request to modify/show awareness of choice (verbal or written)  
- teacher requests student/s to remain with them during yard duty, to remove from the situation and where applicable sends student to Choice Room in second lunch. |
| 2     | Refusal/defiance of teacher request | Teacher provides:  
- explicit instruction of policy  
- build relationship/understanding of action  
- removal from area  
- time to fill out Choice Sheet in situ.  
**Time:**  
- recess – send for support of HOS/HRT  
- first lunch - send for support to HOS/HRT  
- second lunch – send to Choice room. |
| 3     | Repeat of inappropriate choices/high level | **Support required for immediate removal from yard by HOS or member of the leadership group**  
- Parent/caregiver notified  
- Personal Responsibility Plan – HOS/HRT. |
APPENDIX C: RESPECTIVE SUB SCHOOL’S CHOICE ROOM REFLECTION SHEET

Choice Room – supporting Personal Responsibility in Action
Senior School: Student Reflection Sheet

<table>
<thead>
<tr>
<th>Name:</th>
<th>Referring Teacher:</th>
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<tbody>
<tr>
<td>Date:</td>
<td>Homeroom Teacher:</td>
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<tr>
<td>Reason for entry to the Choice Room:</td>
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<td>In what way was the behaviour inappropriate?</td>
<td>What would have been a more appropriate behaviour in this circumstance?</td>
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<tr>
<td>What action can you take to improve this situation?</td>
<td></td>
</tr>
<tr>
<td>Student signature:</td>
<td>Choice Room Teacher:</td>
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</tbody>
</table>

This Reflection Sheet must be completed in the Choice Room. The teacher on supervision will return it to the teacher who sent the student, who may add notes to the back of the form before placing in Head of School’s pigeon hole.
**Middle School: Student Choices Reflection**

Student Name: ___________________________  Home Group: ______
Date: ____________________

**Teacher to complete**

- Referral Required: □ YES  □ NO
- Reason for Referral:  □ Significant Incident
  □ Ongoing Incidents

- Referred to:  Restorative Justice Room □
  Head of School or Other Executive Staff □

- Parent / Caregiver Notified: □ YES  □ NO

- Previous Reflection Sheets from previous incidences attached: □ YES  □ NO

**Student to complete**

What happened? What was **your role** in what happened?

What were you thinking about at the time when it happened? What were you feeling?

What do you think about that now? (Was how you acted or responded – right/wrong, helpful/unhelpful, fair/unfair, kind/unkind)

Who has been harmed by what you did? In what way? What impact has this incident had on you and others?
**Personal Responsibility Policy**

What can you say or do to make things better? What do you believe needs to happen to repair the harm?

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How can you make sure this doesn’t happen again? What would you do differently if you had the chance?

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If you do not do what you have agreed to do, what do you think should happen then?

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**Teacher to complete**

Consequence agreed upon by the student and teacher:

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Consequence to occur by: ___/___/___

Home Group Teacher of Student Notified

Any other follow up required:

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Teacher Signature: _______________________ This sheet needs to be filed in the Student’s Personal File.

**Restorative Justice Duty Person / Head of School / Executive Member to complete**

The student was referred and was seen by ______________________ on ___/___/____

Brief description of outcome from referral:

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Staff Member Signature: _______________________ This sheet needs to be filed in the Student’s Personal File.

**Restorative Justice Duty Person / Head of School / Executive Member to complete**

Documented Electronically: YES □ NO □

Student Choices Reflection Sheet placed in student’s Homeroom: YES □ NO □
Draw or write what happened.

Circle the face that shows how you felt at the time

happy  sad  angry  scared

Draw or write how you think the other person/people involved felt.

What do you think needs to happen to make things better?