

St Mary Magdalene's Primary School



Personal Responsibility Policy

Developed by: Staff and School Board

Note: All references to 'staff members' include Administration staff, ESO staff, Teachers and Temporary Relieving Teachers

Purpose

We believe our role is to support the development of healthy, confident and resilient young people who respect themselves, others and the environment in which we live.

Our Mission

At St Mary Magdalene's School we are committed to modelling our teaching and learning on the person and message of Jesus by developing our relationships, being a sign of hope to others and reaching out to young people and their families.

Our Values

Our school aims to foster a fundamental concern for justice and equity guided by an appreciation of the sacred value and dignity of each human person. To enact this within our community we draw upon our school values for inspiration

- We value safety and respect for ourselves, others and the environment.

Fundamental to this policy is our belief that

- All of us are created in the image of God
- The personal dignity and uniqueness of each individual must be recognised and respected
- All behaviour has consequences that result from individual choices
- The only behaviour we can change is our own

Through the application of this '*Personal Responsibility Policy*' we at St Mary Magdalene's School aim to create a safe and caring school environment in which everyone is valued and respected. It is the development of this 'safe' environment that will provide a place where our students can develop to their fullest potential physically, spiritually, socially, emotionally and academically.

Rights and Responsibilities of Individuals at St Mary Magdalene's School:

We at St Mary Magdalene's School believe that

- Everyone has the *Right* to be safe
- Everyone has the *Right* to experience success
- Everyone has the *Right* to be accepted when they make mistakes and must own and take responsibility for the choices they make
- Everyone has the *Responsibility* to respect themselves, others and the environment
- Everyone has the *Responsibility* to restore relationships when conflict or harm has occurred

In support of this Policy

The students will

- Be guided to develop an understanding of their own rights and responsibilities within the school community
- Be affirmed when on the right track
- Learn to take responsibility for their own choices and how these choices affect others either by words and/or actions
- Recognise the need to restore relationships when they have been damaged

The Staff will

- Provide a safe and supportive learning environment for all students
- Use the Finding Balance Framework to help guide children to understand the consequences of their actions and the restoration process. The Finding Balance Framework is based on School and Classroom values that are central to our community
- Demonstrate consistency and fairness in implementing behaviour related policy and practices.
- Work with leadership to formulate and follow specific behaviour plans for identified students. These plans may include modified procedures for individual students. (see attached)
- Develop and maintain quality relationships by:
 - Using and teaching the connecting habits of listening, supporting, encouraging, trusting, accepting, respecting and negotiating disagreements.
 - Refraining from using the disconnecting habits of criticising, blaming, complaining, nagging, threatening, punishing or rewarding to control.
 - Teaching solutions (replacement behaviours) and working with the students to make plans that meet their needs in more effective and responsible ways.
 - Drawing on the fundamentals of Positive Education when putting this policy into action.

The Principal will:

- Provide clear guidelines and procedures for staff
- Provide relevant professional development opportunities
- Ensure that our schools values are modelled and supported in all dealings with students in order to develop personal responsibility
- Communicate with families in a respectful and sensitive manner
- Demonstrate consistency and fairness in implementing behaviour related policy and practices

Community Procedures

The basis of our policy is that students are given opportunities to develop an understanding of their expectations within our community. These *'Student Expectations'* are based on our *'Purpose'* which is to support the development of positive, relational young people and are lived by

- RESPECTING OURSELVES – by giving ourselves the best chances of success
- RESPECTING OTHERS – in all our dealings and relationships
- RESPECTING COMMUNITY PROPERTY – including belongings and boundaries
- RESPECTING THE NATURAL and BUILT ENVIRONMENT – native vegetation, litter.

Choice Theory

Choice Theory was developed by Dr William Glasser in the late 1970s. It is a scientifically based approach which explains why and how people behave.

Choice Theory teaches that:

- We have four basic psychological needs –
- Love (Belonging)
- Power (Recognition, achievement)
- Fun (Pleasure)
- Freedom (Choices)

We have a physiological need –
Survival

- We have specific pictures in our minds of how we want these needs to be met and we are always trying to meet these and our survival needs through our behaviour.
- All behaviour is made up of four components: acting, thinking, feeling, physiology. This is called total behaviour.
- All behaviours are purposeful.
- All behaviours are internally motivated. We behave to get what we want to meet our needs.
- Behaviours are chosen.
- We can only control ourselves. That is, we control what we do, think and feel and not what others do, unless they choose to give us control.
- We all share the same basic needs. Our wants however, vary from person to person.
- What we do determines how we feel. (We have the most control over our thinking and doing components of our behaviour).

Restorative Practices

Restorative practices actively involve students in directly repairing, or restoring, any damage that their words or actions have caused.

We use Restorative Conference Scripts in our discussions with students.

Responses to Inappropriate Behaviour

- (See Attached: Finding Balance Framework)
- (See Attached: Notice of Classroom and Yard Incident)
- (See Attached: Bullying and Harassment Policy)
- (See Attached: Restorative Conference Script)

Personal Responsibility in the Yard

Students will be provided with clarity and modelling around required behaviours in the school yard during break times.

Yard Procedure

- The Duty teacher will discuss the incident with the student/s involved using reality therapy questions as a guide. The student/s may be issued with a 'Notice of Yard Incident' form when expectations are not being met out of class time.
- The 'Notice of Yard Incident' informs parents / caregivers of incidents and provides a space for comment from the parent/caregiver.
- If parents wish, they may be able to make a time to discuss the incident with the teacher concerned
- If concern is not resolved at this level, parents can make a time to meet with the Principal.
- Consequences may involve: reminder, break time, walking with the teacher, community service, discussion with Leadership.

(See Attached: Notice of Yard Incident and Reality Therapy questions)

If a student receives 'three' Incident forms (class or yard) within a term, an appropriate consequence will be negotiated by the school leadership in consultation with parents/caregivers. Consequences may include 'exclusion from excursions' or internal/external suspensions, as well as opportunities for learning new behaviours to address the underlying needs of the students.

Personal Responsibility on Excursions

- It is an expectation that students will behave appropriately and respectfully while representing the school off site and under the supervision of St Mary Magdalene's staff or appointed adults.
- Should any behaviour occur that the supervising teacher or appointed adult deems as unsafe or inappropriate, the supervising teacher will contact the Principal or Teacher in Charge at school. Parents/caregivers will be contacted by the school to collect their child from the excursion.

- In special circumstances, the Principal or delegate will collect the child from the excursion and return them to school.
- If a child is 'sent home' from an offsite activity, leadership and classroom teacher will meet with the child's parents/caregivers to determine if further action is required.

Parent/Caregiver role in Developing Personal Responsibility

Catholic schools strive to work hard in partnership with parents/caregivers to provide the best opportunities for the children in their care.

Catholic schools acknowledge that the primary responsibility for children and young people resides with the family.

In Catholic schools, guidelines and codes of conduct for the care, wellbeing and protection of children and young people required honest, respectful and trusting relationships between adults and children.

To that end, St Mary Magdalene's school expects that parents/caregivers will work cooperatively with staff when their child makes inappropriate choices and will support their child in developing strategies to improve choices made that affect others within the community.

Implementation

All Staff, Parents/Caregivers and Students will be made aware of and have access to this policy via the school newsletter and website. Classrooms will also have copies of the 'procedural' aspects of this policy in clear view for all school community members.

Consideration of Individual Circumstances

St Mary Magdalene's School is active in its inclusion of all people by respecting the dignity of each individual. We recognise the diversity of behavioural contexts and the social, cultural and environmental circumstances that may impact on individual behaviours. All decisions on individual student matters will recognise individual needs and circumstances and, ultimately, rest with the Principal or the Principal's nominee.

Reference Documents:

SACCS Policies and Procedures

Duty of Care Policy

Grievance Policies for Students / Adults

Personal Responsibility



Signed:

Principal on behalf of the School Board

Date: 1/2/2017

Date to be review: 1/2/2020

Finding Balance

I show respect and I am safe to myself, to others and to the environment.

1		
2		
3		
4		
5		

ST MARY MAGDALENE'S SCHOOL: Notice of Incident

This is a record to inform you of an incident that happened at school today. If you would like to make a time to discuss the incident please speak to Front Office staff.

DATE _____ NAME _____

CLASS _____ DUTY TEACHER _____

Outside				Inside			Location			
Before School	1 st Lunch	2 nd Lunch	After School	1 st Session	2 nd Session	3 rd Session	Classroom	Oval	Playground	OSHC

Respect & Safety for:	What happened?			
Self Others Environment Property Boundaries				
Consequence				
Reminder	Break Time	Community Service	Discussion with Leadership	Other

Thank you for supporting the school by talking this through with your child.

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Reality Therapy

W – What do you WANT?

These questions relate to the quality world

D – What are you doing to get what you want?

Total Behaviour – includes acting, thinking, feeling and physiology

E – Is it working?

Self-Evaluation – Is what you're doing getting you what you want?

Evaluation questions relate to the scales (comparing place)

P – Plan – Options

What can / will you do?

When? Where? How? Who?

Working through the Disconnecting Habits

What's important to you?

What's important to me is...

What I am willing to do...

What are you willing to do?

What I am not willing to do...

Individual Script

Teacher redirecting a child's behaviour

What happened? **OR** We need to talk about.....

When you (explicitly describe behaviour) was that a good choice or a bad choice?

If child is struggling to take responsibility, gently ask.

Was it:

- Kind / unkind?
- Friendly / unfriendly?
- Fair / unfair?
- Helpful / unhelpful?

Work down the list until the child can take responsibility.

How do you think.....felt when you.....?

OR I think that.....is upset because.....

At school / kindy it's not okay to.....(describe old behaviour)

Next time I want you to.....(describe new behaviour)

What do you think will make this better?

OR To fix this up I want you to.....

What can I do to help you?

Small Group Script

1

Calm yourself, settle students and acknowledge their feelings. Then remind children of the rules of restorative chats:

Big 3: Be respectful, Be honest, Take turns to speak: If you can't do this, I will have to deal with this the old way.

* Old way may mean time out, loss of privileges or what ever is used in your setting as an alternative to restorative practices.

1. Ask mistake-maker:

- What happened?

2. Ask the harmed:

- What happened from your side? If it's the same as (mistake-maker's version) just say.

3. Ask mistake-maker:

- When you (describe behaviour) was that a good choice or a bad choice? (See individual script for alternative questions)

4. Ask the harmed:

- How did you feel when (mistake-maker) did (describe behaviour)?

5. Ask mistake-maker – to check their understanding:

- How did (harmed) feel when you (describe behaviour)?

Small Group Script

2

6. Tell the mistake maker (kindly and calmly):

- **At school** it's not okay to..... (describe old behaviour). Next time I want you to..... (describe new behaviour). (Check their understanding – have the child repeat it back to you)

7. Ask the harmed:

- What could (mistake-maker) do to make things better?

8. To mistake maker:

- To make this better (harmed) would like you to.....
- Can you do that or would you like me to help?

If there is anything else that needs fixing, the adult can add: "I think you also need to Can you do this on your own or would you like some help?"

Working with Apologies

Mistake-maker:

(harmed name) I'm sorry for (describe old behaviour). (optional) I should have (new behaviour).

Harmed:

Thank you for your apology I didn't like it when you (describe behaviour) I felt