All Saints Catholic Primary School

Personal Responsibility Policy

Developed by: Staff

Notes:
1. All references to ‘Staff members’ include Leadership, Administration Staff, Educational Support Officers, Teachers and Temporary Relieving Teachers.

Underlying Assumptions, Philosophy and Rationale:
We at All Saints Catholic Primary School believe that:

- we are all created in the image of God
- the personal dignity and uniqueness of each individual must be recognised and respected
- everyone has the right to feel safe
- everyone has a right to learn and to develop their potential
- everyone has the responsibility to care for themselves and their property
- everyone has the right to experience success
- everyone has the responsibility to restore relationships when conflict or harm has occurred
- all behaviour has consequences and results from choices
- parent partnership is vital to the success of the child
- the Way to ‘A’ Behaviour Support Program is a key foundational principle in our behaviour education at All Saints
- ‘A’ choices contribute positively and ‘B’ choices cause damage

Therefore:

- Everyone must own and take responsibility for the choices they make and the consequences that follow.

Purpose/Aims:
Through the application of this policy, we at All Saints Catholic Primary School:

- Support opportunities for quality teaching and learning to occur in a safe and caring environment in which everyone is valued and respected
- Place the Gospel values at the centre of our work. Therefore we focus on building positive relationships based on respect, responsibility and restorative justice through reconciliation.
- Provide a safe environment in which our children can develop spiritually, socially and academically.
In support of this policy

The Principal will:

- provide clear guidelines and procedures to staff
- provide relevant professional development in Restorative Practices and Behaviour Education
- ensure that the values of Restorative Practice are modelled and supported in all Personal Responsibility incidents
- communicate with families in a sensitive manner
- ensure the Way to ‘A’ support behaviour program is implemented
- consult with CESA Inclusion Team as necessary

NB. Extreme, violent and repeated serious behaviour will invoke the SACCS 2012 Suspension and Expulsion Policy.

The Staff will: (see Appendix 1 – Personal Responsibility Flow Chart)

- build and strengthen positive school culture that transpires in all interactions within the community
- encourage children to turn their ‘B’ choice into an ‘A’ choice
- contact parents/carers when a child continually find themselves making ‘B’ choices and ask them to meet with the class teacher to discuss a behaviour plan to support the child in making ‘A’ choices. The support of parents/carers at this stage is crucial.
- critically reflect on the situation and focus on All Saints pedagogy (Good teaching and Learning)
- involve Leadership if ‘B’ choices continue.

Parents/Carers will:

- work in partnership with the school at all times
- work cooperatively with staff and leadership when their child makes ‘B’ choices
- support their child in developing strategies to make ‘A’ choices. In the absence of parent partnership enrolment will be reviewed.
- make yourself familiar with the support documents available on the school website.

The children will:

- participate fully in all learning experiences
- develop strategies to make ‘A’ choices
- consistently demonstrate ‘A’ choices
- learn to take responsibility for their actions. Rebuild relationships when they have been damaged.
- embrace consequences when ‘B’ choices are made.
- take Chill out time in the classroom or on benches outside the classroom NOT on the playground.

Implementation

- The All Saints community including staff, children and Parents/Carers will be made aware of this policy via school website, education through newsletter and hardcopy to sign.
- Parents/Carers and children sign the policy at the beginning of each school year, committing to uphold the policy.
- This policy works in conjunction with the child’s All Saints Catholic Primary School enrolment agreement/contract.
- Staff will educate the children on this policy and revisit regularly
Basis of Discretion:
Nil

Support Documents:
1. Personal Responsibility Flow Chart – Appendix 1
2. Levels of Behaviour – Appendix 2
3. Way to 'A' Behaviour Support Program
4. 5 Point Plan, emotional gauge and action
5. Restorative Justice In Action Brochure
7. CESA Suspension & Expulsion Guidelines
8. All Saints Catholic Primary School Anti Bullying and Harassment Policy
9. All Saints Catholic Primary School Positive Resolution Policy for Children and Young People

Financial Budget:
Nil

Resources N/A

Signed
(Principal on behalf of School Board)

Date
January 2016

Date to be reviewed
January 2019
Levels 1, 2, and 3 are shown in the flowchart. The process for each level involves steps such as communication, development of a Behavioural Plan, and the involvement of leadership. If the behaviour is serious and becomes level 3 automatically, suspension and expulsion policies may be invoked. The flowchart also includes references to Appendix 1 for additional information.
Levels of Behaviour - Personal Responsibility Policy Appendix 2

The purpose of this document is to make clear the intention of and support the All Saints Catholic Primary School Personal Responsibility Policy.

Key Principles

- Everyone has a right to feel and be safe.
- All behaviour has consequences and results from choices.
- All Saints Catholic Primary School does not condone violence.

Category 1 - Low level incidents which do not result in significant injury

1. Encourage child/ren to solve low level /non-serious problems to increase resilience.
2. If the problem is more serious, then teacher works with child/ren to investigate the situation.
3. Ensure All Saints pedagogy including Restorative Practice is being followed.
4. Apply “time aside” or buddy class strategies.
5. Time aside is to be outside the classroom in the teacher’s line of vision. The playground is not to be used as a chill out place.
6. If child/children leave classroom he/she is to have a mini verbal re-entry with the teacher before he/she returns to the classroom. Leadership can take class while teacher works with child/children in a restorative way.
7. Create a formal plan or modify existing plan if repeated low level incidences occur. Parents will be involved in this process.
   Note: Consistent non-compliance may invoke the 5 point plan. (Applied with Leadership and parents only)
8. Document incident/s and actions.

Category 2 - “One off “serious behaviour or Repeated Low-Level Incidences

1. Child/ren may be removed from the environment. (Consider Level of incident first)
2. Unpack circumstances with child/ren and aim to calm the situation.
3. Contact the parents/carer of the injured/agrieved child/ren (if any) – Agree and confirm who is to contact the parent/carer. If incident is very serious Leadership to contact parents/carer.
4. Follow restorative process with child/ren
5. Re-entry process when child/ren returns to class to re-connect and work on positive strategies.
   Note: No access to child’s class unless the re-entry process is undertaken.
6. Apply appropriate consequences - follow natural justice principles. E.g. an apology and missing out on next play session or doing some community service.
7. Document incident and communicate with Leadership team via email in the first instance.

See next page for Category 3
Category 3 - Extreme, violent and repeated serious behaviour (including swearing/stealing etc)

LEADERSHIP TEAM LEADS

1. Instant removal from the environment
2. Leadership to contact the parents/carers – give brief summary of the child’s behaviour.
3. Child/ren are to go home – with class work
4. If parent/carers/emergency contact is not available child/ren remain in the office
5. If parents/carers/emergency contact can still not be contacted and child/children’s behaviour is unsafe the police are called.
6. Leadership to contact the parents/carers of the injured/aggrieved child/ren and give a brief summary of incident.
7. Leadership and class teacher to conduct re-entry process when child returns to school with child/parent/carer to re-connect and work on positive strategies including a Behaviour Plan. Behaviour plan strategies are to be reviewed regularly. If plan is unsuccessful, renegotiate plan with the input of CESA Inclusion team.
   Note: No access to child’s class unless the re-entry process is undertaken.
8. In some circumstances, the SACC2012 Suspension and Expulsion policy may be invoked.

8th Feb 2016