



Policy Number	N/A
Implemented	2016
Evaluated	2017
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Evaluation Group	HLT
Evaluation Frequency	3 years

# STUDENT PERSONAL RESPONSIBILITY POLICY

## 1. RATIONALE

Personal responsibility is seen as being fundamental to the development of the whole person and essential to the development of a College environment that provides for the fullest possibility for personal, social and spiritual growth of each individual at Gleeson College.

Based upon the firm belief that every individual belongs to the College community there is an emphasis on pastoral care for the individual. All staff members, by their living out of the Christian ethos and their ministries of teaching and service, are committed to a level of pastoral care that should empower students to value and care for themselves and others.

At Gleeson College we adopt the process of Restorative Practices as the preferred model of behaviour management in order to focus on the relationships that may be impacted between individuals of the College.

## 2. AIMS

- 2.1 To develop students' personal responsibility and self-discipline by working within a context of a College with high expectations in an ordered, disciplined environment
- 2.2 To establish a total climate of care, which reflects the broad Christian ethos of individuals caring for and respecting one another. Pastoral Care demands a committed stance by staff and students to generate this atmosphere of care, concern and respect. This climate of care will be fostered through the adoption of Restorative Practices as the preferred behaviour management model
- 2.3 To provide the opportunity for students to develop self-esteem and confidence
- 2.4 To establish appropriate strategies to enable students to develop personal responsibility and to ensure that the learning environment is comfortable, happy and safe
- 2.5 To acknowledge positive student behaviour above normal expectations

## 3. BROAD POLICY

Every member of our community has a personal responsibility to ensure that every individual has the right to a comfortable, happy and safe learning environment. We believe there must be:

- Rights to:
- learn in a supportive and comfortable environment
  - teach effectively without undue interruption or harassment
  - be heard
  - feel safe

Respect for:                   the right of all students to learn  
                                      the right of teachers to teach and all other College staff to carry out their duties  
                                      the dignity of all others around us  
                                      other people's property  
                                      College property

If a student is experiencing personal responsibility issues a variety of strategies may be used including student-teacher discussion, communication with parents, counselling, use of outside agencies and where necessary, reflection, impositions, detention or suspension. Corporal punishment is not to be used.

If a student exhibits excellent personal responsibility and/or positive behaviours above normal expectations the Positive Behaviours Record procedure may be used. These rewards will be recorded in iScholaris or via the 'Random Acts of Kindness' email process.

All teachers are expected to support the College rules with respect to student personal responsibility requirements. It is expected that classroom teachers deal with 'routine' infringements or personal responsibility issues themselves, according to the staff handbook guidelines. For persistent personal responsibility issues they should approach the Care Group Teacher, Learning Area Coordinator, House Coordinator or College Counsellor as appropriate. Please refer to the College 'Grievance Procedure' for the appropriate support in an incident, this can be located in the student diary. If a serious matter occurs, then the staff member will be expected to work in consultation with the House Coordinator, Assistant Principal (Student Development), Deputy or Principal, as appropriate, to resolve the matter.

#### **4. GUIDELINES**

##### **GENERAL EXPECTATIONS AND CONSEQUENCES**

##### **CLASSROOM EXPECTATIONS**

Classroom Expectations and the Grievance Procedure are on display in all teaching and learning areas and all students are aware of the Expectations and of the Consequences. These expectations apply in all teaching and learning areas of the College. In addition to these expectations, teachers may set specific guidelines which apply to their lessons and / or learning areas. The expectations are based on the understanding that all students are responsible for their own behaviour.

##### **It is an expectation that all students at Gleeson College will:**

1. be punctual and prepared for all lessons
2. respect others, their dignity and safety
3. respect others' property and the environment
4. remain on task at all times
5. listen to and respect what others have to say
6. follow the rules specific to given learning areas
7. present themselves in line with the College Uniform Policy.

##### **Breaches of the above classroom expectations will result in the following:**

1. Warning
2. Relocation/Isolation for 5 minutes in the classroom, followed by a restorative conversation between the student and teacher.
3. Focus room for the remainder of lesson.

The focus room is not a form of punishment. Its purpose is to allow the teacher to remove from the classroom any student whose behaviour is keeping the teacher from teaching or other students from learning. The student will be expected to use the time in the focus room to consider his/her behaviour and what changes need to be made.

***A student must then renegotiate entry to the classroom with the teacher concerned prior to the next lesson. This restorative conversation will clarify classroom expectations and act to restore the relationship between the student and teacher.***

For each two occasions a student chooses not to take reasonable steps to renegotiate their entry back into the classroom, another focus room entry will result.

***After 3 such visits to the Focus room, having gone through each of the above steps:***

Students should expect an opportunity to reflect on their actions. An interview with the student will take place with their Care Group teacher and House Coordinator. Students may then be required to negotiate an Agreement of Behaviour Change.

**If a student chooses to attend the Focus Room again:**

Students should expect a more supportive action. An interview with the student and parent(s) will take place with the Assistant Principal (Student Development) and House Coordinator.

**Any further visits:**

Students will have chosen to be internally supported and complete a reflection until such a time as an interview with the student and parent(s) has taken place with the Assistant Principal (Student Development). At this interview the student will be required to negotiate their re-entry back to the College.

Offensive language, arguing, or any serious infringement of the expectations will result in a student going directly to step 3 above.

If a student wishes, they have the next two College days after a focus room visit to discuss the matter with a College Counsellor. A student will have accepted full responsibility for their actions if they choose not to take up this option and the focus room entry will automatically stand.

On the seventh or any subsequent visit to the focus room per semester, the opportunity to discuss the matter with a College Counsellor is forfeited.

## **CONSEQUENCES**

### **Lunchtime consequences**

Lunchtime consequences are issued by teachers for minor infringements and students are required to report to a teacher on yard duty to perform 20 minutes of clean-up duty where a restorative conversation will take place with the staff member (see Lunchtime Community Service protocol).

### **After school consequences**

After school consequences are issued at the discretion of the House Coordinators and are conducted on a Monday to Thursday, from 3.30pm to 4.30pm upon negotiation.

After school consequences, in most cases, require at least 24 hours' notice to parent/guardian(s) and the student (see After School Detention protocol).

### **Punctuality Detentions**

Punctuality detentions are issued by the Care Group teacher with the support of the House Coordinator when students have been late to Care Group without parent notification, on two days of one week. Punctuality detentions are held on Monday to Fridays per lunchtime consequences listed above (see Punctuality Detention protocol).

### **Positive Behaviour Records**

#### **Commendation Card – ‘With One Heart’ Award**

The ‘With One Heart’ award acknowledges positive behaviours above normal expectations (not academic). The award is based on students living out the Gleeson 10.

Staff complete a merit record in iScholaris in the Pastoral section of student information.

The award is sent home to parents each time a PBR is issued by staff (see PBR protocol).

Students also have an opportunity to inform the College of Positive Behaviours experienced by their peers. By emailing the ‘Random Acts of Kindness’ email address, student can inform the Assistant Principal of Student Development of positive acts occurring in the community. Student that are identified will be acknowledged with a ‘With One Heart’ Award.

## **5. EVALUATION**

The HLT committee is responsible for the evaluation of this policy which will take place every 3 years. The policy should be considered by members of the College Leadership Team as the key team within the College for Planning, Policy and Review. They may wish to seek opinions from other staff, parents and students as to the effectiveness of the policy.

Signed \_\_\_\_\_ Principal or delegate

Signed \_\_\_\_\_ Chairperson of Board or delegate      Dated: \_\_\_\_\_

*This Policy now replaces all previous versions and evaluations of this Policy.*