Personal Responsibility Policy

VISION

Catherine McAuley School is a Catholic Faith community which promotes and celebrates excellence in education.

A spirit of reconciliation is encouraged through our experience of faith, growth and unity.

We endeavour to prepare children for a life that is lived in justice, dignity and mutual respect.
1 POLICY STATEMENT
Catherine McAuley School looks to affirm and maintain the God given dignity of each individual, acting with justice and love in all our interactions with each other.

The school provides a safe community of learners informed by the faith and acting in the Spirit of Mercy in Faith, Growth and Unity. Catherine McAuley School promotes successful, lifelong learning.

We encourage students, staff and parents/caregivers to be confident, creative individuals and active and informed citizens shaped by the values of the Gospels.

We are an inclusive school celebrating the rich culture and traditions of our Indigenous people and those of other cultures and beliefs.

The school community:

- affirms appropriate behaviour
- employs consistency in relation to educating students in social competencies
- employs a deep understanding of the issues relating to behaviour education
- has a common understanding of school expectations, rules and procedures relating to student behaviour.

2 RATIONALE
God is present in each of us and is recognised and celebrated. Therefore we are committed to educating children to take their meaningful place in society and the Church. We prepare children and young people to live and work together in a spirit of harmony and co-operation inspired by the values of the Gospel and the teachings of Catherine McAuley.

Catherine McAuley School has a responsibility to its staff, students, families and the shared Campus to ensure that the behaviour of students is appropriate and leads to a safe, happy, peaceful and welcoming environment where all members of the shared Campus are cared for and respected.

At Catherine McAuley School all individuals have rights and responsibilities. We believe everyone has a right to feel safe, happy and to learn in a positive, successful learning environment. Therefore we aim to promote positive, trusting and respectful relationships while respecting differences, to develop
healthy, confident and resilient individuals. We show compassion, cooperation, caring and fair play within the school setting.

All policies and procedures in relation to student behaviour emanate from:

- the right of teachers to feel happy, safe and respected and to teach free from undue interference and distraction
- the right of students to feel happy, safe, respected and to learn and play free from undue interference and distraction
- the need for all members of the shared Campus to respect themselves, one another, our environment and the property of others

3 IMPLEMENTATION

3.1 A range of school and class measures shall be implemented to recognise, praise and reinforce appropriate behaviour and promote student self esteem.

3.2 A structured program of social skills, appropriate to the developmental level of each class, will be taught (refer to Personal Responsibility Policy_Appendix A_Social Skills Program – Program Achieve).

3.3 School and class expectations and rules shall be made public, freely available and constantly reinforced with all members of the school community.

3.4 Class expectations, rules and consequences shall be developed by class teachers in collaboration with the students in their class, displayed prominently and referred to regularly.

3.5 Consequences for inappropriate classroom behaviour shall be logical (refer to page 6).

3.6 Withdrawal from the classroom will follow the agreed process: Step 1, Step 2, Step 3 (Buddy Class), Step 4 (Office Timeout with a Reflection Sheet to be completed by the child appropriate to their age level).

3.7 Continual inappropriate student behaviour in class will result in notification to parents/caregivers by the Teacher and a member of the Leadership Team.

3.8 Consequences for inappropriate yard behaviour shall be ‘logical’ and follow an agreed schema (refer to the Playford McAuley Campus Yard Time Out Procedures Policy).
3.9 Withdrawal from the yard shall follow Rationale and Procedures (refer to the Playford McAuley Campus Yard Time Out Procedures Policy).

3.10 Consequences for inappropriate behaviour shall focus on the behaviour not the child.

3.11 Bullying and Harassment will not be tolerated (refer to the Bullying and Harassment Policy).

4 FLEXIBILITY

4.1 In cases of serious misbehaviour, unsafe or illegal activity, the system of logical consequences may be foregone and other intervention implemented.

4.2 There may be circumstances relating to student behaviour which necessitate a flexible approach to implementing this policy.

4.3 When designing and implementing particular class procedures, staff will make adjustments to timeframes and expectations based upon the age and understanding of the children.

5 SOCIAL SKILLS PROGRAM

5.1 Appropriate social skills and behaviour are explicitly taught. Teachers include specific teaching of appropriate behaviours as part of their class teaching program.

5.2 Particular emphasis is placed on student rights and responsibilities.

6 CATHERINE McAULEY SCHOOL EXPECTATIONS

6.1 At Catherine McAuley School we expect everyone to:

6.1.1 respect each other
6.1.2 respect themselves
6.1.3 respect our school property
6.1.4 respect God’s creation

6.2 Responsibility of Students:

6.2.1 to respect and support the rights of other students, staff and themselves to totally engage in the teaching and learning process.
6.2.2 to be aware of, and take responsibility for, their own behaviour choices.
6.2.3 to actively participate in deciding the school community’s expectations of behaviour
7 **BEHAVIOUR EDUCATION FLOWCHART – CLASSROOM**

7.1 The time frame for Steps 1-4 to occur is 1 day.

7.2 The time frame for Steps 5-7 is 1 term.

7.3 In cases of serious or dangerous behaviour the flow of action steps may be foregone and the process fast-tracked to Step 4 or beyond.

<table>
<thead>
<tr>
<th>STEP</th>
<th>ACTION</th>
<th>PROCEDURES</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Rule reminder and redirection</td>
<td>1. Teacher directed</td>
</tr>
<tr>
<td>2</td>
<td>Time out in class</td>
<td>1. Teacher directed</td>
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</tbody>
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| 3    | Time out in buddy class | 1. Child goes to another class for no longer than 30 minutes  
2. Child completes a Reflection Sheet (pro-forma: R-2 or 3-7)  
3. Reflection Sheet signed by child, buddy class teacher and class teacher  
4. Reflection Sheet is taken home for parents/caregivers to sign and return the next day  
5. Class teacher keeps records of Reflection Sheets |
| 4    | Class withdrawal | 1. Child goes to a Leadership Team Member’s office for 1 hour  
2. Child is counselled regarding their behaviour  
3. Work is provided by the class teacher  
4. Reflection Sheet is added to by Leadership Team Member  
5. Re-entry plan negotiated with child and teacher  
6. Reflection Sheet is posted home for parents/caregivers to sign and return the next day  
7. Records of Reflection Sheets are kept on file |
| 5    | Internal Suspension | 1. When the process is fast-tracked to this step because of a child’s extreme behaviour *(refer page 7)* a Leadership Team Member will convene a meeting involving the child and their parents/caregivers  
2. An Individual Behaviour Plan is negotiated and implemented  
3. Internal school suspension for a day is arranged  
4. The child may, by negotiation, complete work set by the teacher  
5. Play periods occur at times separate to the usual school timetable  
6. Re-entry meeting |
| 6    | External suspension | 1. In accordance with SA Commission for Catholic Schools (SACCS) guidelines. *(Available at school or at [www.cesa.catholic.edu.au](http://www.cesa.catholic.edu.au)) |
| 7    | Alternative placement | 1. In accordance with SA Commission for Catholic Schools (SACCS) guidelines. *(Available at school or at [www.cesa.catholic.edu.au](http://www.cesa.catholic.edu.au)) |
8 EXTREME BEHAVIOURS

8.1 Extreme behaviours include, but are not limited to:

8.1.1 dangerous/violent/aggressive behaviour
8.1.2 verbal/non-verbal harassment
8.1.3 deliberate and malicious damage to property or the environment
8.1.4 criminal activity

8.2 Where these behaviours are evident the process flowchart is fast-tracked at the discretion of the Leadership Team and in consultation with the parents/caregivers.