St Therese School
Management of Personal Responsibility Policy

Introduction

As a Catholic Christian community, St Therese School uphold the educational vision of Catholic Education SA. In enacting this vision we are mindful that, as a community, we are all responsible for the well being, safety and education of the students in our care. As a co-educational primary school in the Dominican tradition, St Therese is built on a foundation of Truth, and from this stems our values of “Grace, Courage, Respect and Community”. These values permeate everything we do at St Therese. As a community we are dedicated to making the school environment a happy and safe place and are committed to promoting witnessing the Gospel through our policies and practices.

Rationale

- The vision which underlies this policy identifies the Catholic school as a place which witnesses to the Gospel and which respects individual dignity through authentic pastoral care.
- This vision values cooperation and challenges its members to be critical and reflective in an environment which fosters a spirit of inquiry.
- We believe in an education which values community, respect and courage and relies on God's grace to bring about reconciliation.
- We believe that in empowering others to develop personal responsibility we are affirming a lifelong process of growing into authentic personhood and freedom that we all share.

Guidelines for Implementation

In order to instill and further develop personal responsibility in our students, we will actively and explicitly teach skills using the following:

**School Values**
- Community – acceptance and tolerance, recognising the worth of each other.
- Respect – treat others the same way you want them to treat you.
- Grace - celebrating life through God's unconditional love and giving thanks for the blessings of our world and life.
- Courage – believing something and living it.

**Religious Education Curriculum** including Made In the Image of God

**Keeping Safe** – Child Protection Curriculum

**Kids Matters** is a mental health and wellbeing framework for primary schools and is proven to make a difference to the lives of Australian children

**What's the Buzz?** - Social Skills program

**The Way to A** – program to support making successful behaviour choices

Expectations of Personal Responsibility

It is an expectation that all members of St Therese School community treat themselves, others, their belongings and the environment with respect. Therefore consequences will be applied if behaviour is inappropriate. The goal is always to support the student to repair relationships and be an opportunity to teach and practice more appropriate and socially acceptable behaviour.
The norms we live by are based around Safety and Respect.

**Classroom**

All classes have class expectations and logical consequences. These are determined by the classes and approved by the school leadership team. These are negotiated at the beginning of the school year and students will bring home a copy to show parents.

**Yard**

**Inappropriate behaviour includes:**
- unsafe physical behavior / dangerous behaviour / using equipment unsafely
- inappropriate language – verbal, written or gesture (including biting or spitting)
- being in an out of bounds area
- stealing or damaging school, own or others’ property / environment damage
- refusing to follow a staff member or assigned adult’s reasonable instructions

It is an expectation that students behave appropriately while representing the school off site and under the supervision of St Therese staff or appointed adult.

**Consequences for Inappropriate Behaviour**

- Duty teacher speaks to student. The conversation aims to restore relationships. Should the behavior reoccur
- Walk with duty teacher for 10 minutes for cool down time and plan for restorative conversation. Should the behavior reoccur
- Sit out for 20 minutes or rest of play to think about how to restore the relationship.
- For multiple incidents of inappropriate play in a term - letter home & parents invited to discuss. There may be a need to introduce a plan for playtime.

We recognise that some individuals need more time and rehearsal in developing social skills and are more challenging in the way they relate to others. For these individuals, we would work with them, their parents/caregivers and relevant experts to devise an individualised development plan.

We further recognise there may be instances where we will pursue the path of internal suspension, external suspension and may initiate a process to actively transfer an individual to another school. After each incident of suspension, students and their parents will meet with the principal to re-negotiate entry back into class (for internal suspension) or school (for external suspension), whichever is appropriate.

**Review Date**

This policy will be reviewed in 2018