OUR LADY QUEEN OF PEACE CATHOLIC SCHOOL

STUDENT PERSONAL RESPONSIBILITY POLICY
POLICY FOR STUDENT PERSONAL RESPONSIBILITY

Vision for our Students and Community
Our Lady Queen of Peace school in partnership with students, parents and staff strive to develop positive relationships, personal responsibility and behaviour education processes based on the Gospel values.

We believe we are challenged and inspired by God’s call to love and serve.

*Our school environment is one where the child can feel comfortable, secure, respected as a person and finds value in their own self through the respect shown to them.*

*Our school is a place of reconciliation, empathy, caring and understanding.*

*We believe that children learn best in an environment where backgrounds, talents and abilities are valued.*

*We believe students need to be provided with opportunities and experiences that foster their spiritual, physical, emotional, social and intellectual growth.*

*Our Lady Queen of Peace Catholic School adopts a whole-school approach to Behaviour Education. It is a place where the processes are formulated in the light of gospel values, ensuring the right of all the students and teachers to live and learn in a safe and caring Christian environment.*

BELIEFS
*With the confidence that our policy is in congruence with the Gospel and other relevant Church and secular charters we aim, through this policy to:*

- Ensure the development of a positive Christian ethos which must be at the heart of all we do;
- Ensure that students are provided with opportunities to develop positive behaviours in a holistic, integrated and developmental approach within all aspects of the curriculum, pastoral care structures, policies and procedures, pedagogy which respects individual needs and differences;
- Ensure that students are empowered to live the fullness of their humanity and to bring to their everyday lives the values of Jesus, particularly in fostering and modelling the importance of justice, reconciliation and restitution;
- Ensure that students’ self-management develops from a positive set of behavioural expectations where their needs are met by developing their knowledge, skills and attitudes necessary to engage safely and positively with others;
- Ensure that the rights of students and teachers are protected in the classroom and schoolyard;
- Ensure that constructive and positive behaviours are promoted and supported and that students develop the capacity to be responsible for their actions through explicit, experiential opportunities to practise relational and resiliency skills;
- Ensure that staff, students and parents are aware of the responsibilities and consequences for responsible and irresponsible behaviour;
We believe a student centred, positive strengths-based approach using a restorative justice model supports:

- Student diversity
- Appropriate behaviour and skill development
- Caters for individual-based approached based on our duty of care, education and pastoral response.

We believe this is a more effective than a punitive model.

A whole community support model is imperative.

**OUR WHOLE SCHOOL PROGRAM FOR PROMOTING STUDENT WELL BEING AND PERSONAL RESPONSIBILITY**

At Our Lady Queen of Peace school we are committed to provide a safe, happy and supportive environment for all who work and learn in our school community. To support the growth of students’ social, spiritual and emotional development, a whole school approach is needed that integrates curriculum, environment, structures and policy. Review, reflection and recreating are important aspects of this work.

Our education pedagogy focuses on the social and emotional learning experiences which promote students’ capacity for personal responsibility and positive relationships. The skills include the ability to:

- Behave responsibly and ethically
- Make good decisions
- Develop positive relationships
- Respect and care for self and others
- Recognise and manage emotions

In partnership with families we have a critical role in developing students’ sense of optimism and their capacity to contribute to their personal wellbeing and shape a positive future for their local and global community.

Each person needs to take responsibility for creating and supporting the learning environment. Students need to take responsibility for their own behaviour choices, respect and support the rights of others and accept consequences for their choices.

Parents need to take responsibility and accept that they are role models for their children, encourage their children to make good choices and support school policies and practices.

Staff need to take responsibility to create a safe, caring and supportive learning environment, to be role models, to support students to develop personal responsibility and support school policies and practices.
Positive Interactions
We believe the following structures encourage and develop positive behaviours for our students:

Pedagogy
Positive student/teacher relationships, explicit social skills teaching (Program Achieve), inclusive teaching practices, collaborative learning, modelling and scaffolding, constructive feedback and encouraging risk taking with an emphasis on experiential learning and celebrating success.

Curriculum
Support students’ understanding of self and others through areas such as Religious Education, Family Life, History and Health.

Environment
Outdoor and indoor play spaces that support students’ spiritual, social, physical and wellbeing needs.

Consequences
Consequences for negative, unsafe and disrespectful relationships and behaviours will be considered as follows:

1. **Duty of Care:** What is our duty of care? Is everyone safe in this situation? How unsafe was the behaviour? What are the legal/duty of care requirements that need to be considered?

2. **Learning:** What does the student need to learn to make a good decision or a better choice next time? What do we want the student to learn from the incident or event? How are we going to teach it?

3. **Pastoral Care:** What do we know about the student? Does the student have any social/emotional/special needs that require additional support? Are restorative practices in place?
## Examples of Behaviour

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>EXAMPLES</th>
<th>PROCEDURE GUIDELINES</th>
</tr>
</thead>
</table>
| **Low Level**   | Low risk behaviours which may compromise the safety, learning and relationships with self, others and the environment.  
|                 | e.g. unfair play, calling out in class, littering, running in out of bounds areas.                                    | Student is spoken with about choice and future action.                                                                                                 |
|                 |                                                                          | A consequence may occur e.g. walking with a teacher during play time, Community Service.                                                              |
| **Medium Level**| Significant behaviours which potentially put at risk safety, learning relationships with self, others and the environment.  
|                 | e.g. teasing, play fighting, swearing, disobeying staff, kicking furniture, slamming doors, low grade deliberate damage of property. | Immediate withdrawal  
|                 |                                                                          | Investigation of incident  
|                 |                                                                          | Student is spoken with about choice and future action  
|                 |                                                                          | Follow up occurs e.g. restoring relationships  
|                 |                                                                          | Time in the Reflection Room may be given  
|                 |                                                                          | If continuous poor choices are made, parents and leadership team will be notified  
|                 |                                                                          | A student support plan may be implemented.                                                                                                             |
| **High Level**  | Behaviours which are of an extreme nature which seriously puts at risk the personal safety of the individual, personal safety of others/social and emotional wellbeing of others, safety and maintenance and nurturing of the environment.  
|                 | e.g. physical and aggressive behaviour, explicit offensive language, bullying, cyber bullying, sexual/racial harassment, verbal abuse, deliberate destruction or damage of property, theft, inappropriate sexual behaviour, deliberate and continued non-compliance or defiance, leaving school site without permission.  
|                 |                                                                          | Immediate withdrawal – student is removed from the yard or class  
|                 |                                                                          | Leadership Team is notified  
|                 |                                                                          | Parents notified  
|                 |                                                                          | Investigation of incident begins Possible outcomes  
|                 |                                                                          | - Student Support Plan put in place  
|                 |                                                                          | - Class or Yard suspension  
|                 |                                                                          | - School suspension – re-entry meeting on return.                                                                                                       |

*To be reviewed in 2017*