ST ALBERT’S CATHOLIC SCHOOL
PERSONAL RESPONSIBILITY POLICY

Our Vision
St Albert's Catholic School provides a Christian education set in the Catholic tradition contained within a caring and welcoming community.

St Albert’s Catholic School is a place where:

† God is named and witnessed, and the Eucharist is central to our teaching;

† we are a welcoming community consisting of; staff, children, parents, other parishioners and the wider community, and we respect all members of the school community and value the dignity of all;

† we acknowledge and appreciate each other's gifts and talents;

† students are encouraged to develop their ability to make responsible decisions and choices and to accept the consequences;

† we strive for each child to reach their individual potential and encourage excellence in a supportive and challenging environment;

† it is vital to be thoroughly professional and to strive to keep up to date with current teaching practices and that the children's interests are uppermost in all our decision making and actions.

OUR SCHOOL VALUES ARE

† Respect
† Honesty
† Trust
† Pride
† Support
Rationale

This policy document has been designed to outline the steps taken at St Albert’s Catholic School to provide for:

- the development of the whole person;
- the deepening of the faith in each student’s life;
- the offering of an all embracing curriculum;
- the creation of a loving environment for both adults and children who form part of our community;
- behaviour Education processes that are formulated in the light of the Gospel, ensuring a safe and caring Christian environment.

Personal Responsibility is the process of accepting responsibility for one’s own thoughts and actions and the way these impact on others.

Developing a sense of responsibility among children is greatly assisted when children are well aware of choices and the way the choices they make affect others.

Behaviour Education is integral to the development of Personal Responsibility as it aims to develop appropriate behaviours. Ideally, this behaviour should come from within each member of the school community and every member should be personally responsible for their own choices.

In empowering students to develop personal responsibility, we are affirming a life long process of growing into authentic personhood and freedom that we all share.

(Policy for the Development of Personal Responsibility, CESA, 2004)

This policy has been guided by the Policy for the Development of Personal Responsibility, Catholic Education, 2004.

Aims

Our 5 CORE VALUES underpin all that we do at St Albert’s:

- Respect
- Honesty
- Trust
- Pride
- Support

Goals

The goals of the personal Responsibility are:

- to develop quality relationships among staff, students, parents, religious, parish and wider community;
- to ensure these relationships are based on our 5 core values;
- to provide learning experiences which are relevant, challenging, involving and positive to the self-concept of the students;
- to encourage self discipline, responsibility, initiative, creativity, leadership and a sense of achievement;
- to create and maintain a sense of ‘success’ across the entire school community in a positive and caring Christian environment.
School Expectations
School expectations and rules have been developed based around our Behaviour Management Program to assist in the development of personal responsibility for all students.

- Respect ourselves
- Respect each other
- Respect all property
- Respect our environment

A step process for developing personal responsibility for choices that are made has also been developed:

YEARS R-3
1. Reminder (Step 1)
2. warning 2 (Step 2)
3. Cross 1 x – Move to another area in class (Step 3)
4. Cross 2 xx- Re-focus in buddy classroom (Step 4); 10 minutes
5. Cross 3 xxx Reflection Room (20 minutes of lunch) (Step 5) Red slip

YEARS 4-7
1. warning
2. Step 2 x
3. Step 3x (buddy class)
4. Step 4 red (20 minutes of lunch) Red slip
   * 20 minutes
   * Complete Reflection form
   * Supervising teacher to supervise and follow up.
   First 20 minutes in Reflection Room
   Complete Reflection form

If a child receives a red slip it is to be sent home and is to be returned to the supervising teacher.

Steps can be fast tracked at anytime at the teacher’s discretion, dependent on the choices being made by an individual student. (Refer to appendix 1)

Reflection Room Procedure
The red student reflection form will be sent home to inform parents. It is expected that it will be returned to the school, signed the next day.

If a child receives 3 reflection forms in a term their parents will be contacted by the Principal to discuss the behaviour choices being made and to outline the process for the remainder of
that term. This could result in suspension from school, should further reflection forms be issued.

The reflection room space is in the reflection room. Children are given a reflection form by a teacher. The children bring the Reflection form to the reflection room and hand it to the teacher on duty.

_The duty teacher in the reflection room gives the form to the child’s class teacher to be signed by them and then sent home with the child to be signed by their parents and returned to school the next day to the office._

The forms are checked as returned to the classroom teacher. If slips have not been returned, parents are contacted and are asked to acknowledge they are aware of the form being sent home.

Forms are monitored throughout the term and children reminded to return them. It is their responsibility.

_**Yard Behaviour**_

_For breaches of low and medium level behaviours in the yard the following step process applies:_

1. **5 minutes sitting out** – school pride service
2. **15 minutes sitting out** – school pride service
3. **Repeated behaviour** – reflection room

_For high level behaviours children will be moved straight to the reflection room._

_**Bus Behaviour**_

If the bus driver has to stop for any reason due to behaviour of children on the bus, a red slip will be issued as determined by the driver.

_**ELECTIVES**_

Electives will take place in weeks 2, 4, 6 and 8 of each term to reward those children who adhere to the school values. Those children who do not receive the electives will spend the hour with the Principal or supervising teacher working on set work designated by the class teacher.

Electives were an SRC initiative and are aimed at rewarding those children in our school who always live by the St Albert’s values. The School Captains and SRC also decided the following system to determine who receives electives.

_If a child in the two week period receives:_

- R-3 - 4 crosses or red slip;
- 4-7 – 3 crosses or red slip.
- Homework / diaries not signed
- Uniform slip

_The children who receive these crosses in a fortnight will miss out on the electives. After electives, everybody starts a fresh._

_**Rights and Responsibilities**_
The wider school community has the responsibility for:

- students to have a right to learn;
- teachers to have a right to teach;
- staff members to have a right to work in a safe environment;
- the school community to be safe.

Students have the responsibility to:

- participate actively in St Albert’s Catholic School’s education program;
- demonstrate respect for themselves and other members of the school community;
- behave in a manner that respects the rights of others to learn and teachers to teach;
- take responsibility for their own learning and behaviour choices;
- maintain a safe and clean environment.

Staff members have the responsibility to:

- model and teach gospel values of justice, reconciliation and respect;
- create a safe and supportive Christian environment;
- provide an inclusive and engaging curriculum using the SACSA Framework’s key ideas and outcomes as a basis for constructivist approaches to teaching and learning;
- implement a range of programs which promote resilience and the development of personal responsibility through Bounce Back program;
- keep parents informed about their child’s education, personal well-being and behaviour.

Parents/Caregivers have the responsibility to:

- be active participants in their child’s learning;
- encourage their child to respect and support the rights of others in the light of the Gospel values;
- support school policies and procedures;
- co-operate with the school to achieve the best outcome for their child;
- maintain communication and relationship with school staff regarding their child’s learning, well-being and behaviour;
- contribute positively to behaviour support plan that concerns their child.

The Leadership Team has the responsibility to:

- ensure that the Gospel values of justice, reconciliation and respect of human dignity are modelled and supported in the school environment;
- support staff in implementing the Policy for Personal Responsibility and facilitate professional development to improve the skills of staff to promote responsible behaviours;
- ensure consistency and fairness in implementing the school’s Policy for Personal Responsibility;
- communicate and promote the Policy for Personal Responsibility to the whole school community.

Signed:

Chairperson School Board:  Sean Drake..............................
Principal:  Jason Mittiga..............................
Date: June 2013  Review Date:  June 2016
## APPENDIX 1

### LEVELS OF BEHAVIOUR

<table>
<thead>
<tr>
<th>YARD</th>
<th>CLASSROOM</th>
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| **LOW BEHAVIOUR** | • Inappropriate use of yard facilities  
• Not lining up  
• Taking shoes off  
• Eating on the oval/playground  
• Not following yard/oval roster  
• Changing the rules to games  
• Not wearing hats  
• Calling out  
• Unwanted physical contact  
• Inappropriate noises  
• Eating in class time  
• Continually leaving own belongings/books at home  
• Swinging on chair  
• Manners  
• Constant talking  
• Not listening to instructions  
• Running inside |
| **MEDIUM BEHAVIOUR** | • Running in no running areas  
• Unwanted physical contact  
• Unfair play  
• Getting wet and squirting water  
• Playing in toilets  
• Being out of bounds  
• Littering  
• Taking someone else’s hat  
• Answering back  
• Unwanted physical contact  
• Work avoidance  
• Bringing yard issues into the classroom  
• Playing with sports equipment inside  
• Friendship issues  
• Arriving to class late  
• Damaging own belongings  
• Mistreating other’s belongings  
• Consistently incomplete homework  
• Inappropriate noise level in class |
| **HIGH LEVEL BEHAVIOUR** (automatic red slip) | • Physical aggression-fighting, punching  
• Bullying/Harassment/Sexual/Racial harassment  
• Throwing objects deliberately at a student/teacher  
• Swearing  
• Going out of school grounds without permission  
• Lying to a staff member  
• Back chatting staff members  
• Repeated low and medium behaviours  
• Stealing  
• Fighting  
• Refusing to leave classroom  
• Storming out  
• Inappropriate language  
• Inappropriate use of classroom equipment  
• Throwing objects deliberately at others  
• Refusing to follow instructions  
• Bullying/Harassment/Sexual/Racial harassment  
• Repeated low and medium behaviours |