Personal Responsibility Policy

“You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbor as yourself.” Luke 10:27

Seek out the face of Christ in those you meet
Make a welcome space for those who come your way
And share your gift with all, to the glory of our God
And the love of Christ himself, will fill your heart (with compassion)

The parable of the Good Samaritan

Guiding Principles

Hospitality
In practice a commitment to hospitality means that:

- The individuality of students is valued, but students should realise that their behaviour affects others. The integrity of staff and students must always be respected.
- Personal Responsibility management practices exist to ensure that students and staff feel safe in the expression of their ideas, beliefs and values.
- Personal Responsibility practices and policies aim to develop in students an understanding that behaviour is linked to personal responsibility, personal choice and self discipline.
- Students should be involved in the negotiation of policies and curriculum so they feel a valued part of the processes that affect them.

Stewardship
In practice a commitment to stewardship means that:

- Personal Responsibility policies and practices recognise that all students have special gifts and talents that must be nurtured through a caring and consistent approach that grows from the fundamental importance of the staff/student relationship.
- Personal Responsibility policies and practices are underpinned by the belief that all students are responsible for their own behaviour, understanding that logical consequences are necessary if their actions impact on the learning and well being of others in the community.
- Personal Responsibility policies and practices are based on an understanding of individual circumstances and responses to behaviour are made appropriately and professionally.

Compassion
In practice a commitment to compassion means that:

- Forgiveness and reconciliation are important elements of a Personal Responsibility policy.
- There is a sense of shared direction and support among staff and students.

General Belief Statements

As a school community, we present a shared vision of physical and emotional safety and wellbeing for all. In our work we acknowledge and value diversity, the notion of social justice and self responsibility (NSSF 2005). The Marymount College Community, believe that we:

- have the right to feel welcome and belong
- have the right to learn and teach
- will be treated with respect and dignity as models of the gospel values
- will experience learning that is engaging and relevant
- have the right to have our needs, interests and abilities recognised and developed
- have the right to be free from all forms of harassment
will be encouraged to develop leadership skills, display initiative and make significant decisions
will be given opportunities to negotiate curriculum and styles of assessment
will be provided with opportunities to realise our full potential and experience success
will respect and support the rights of all members of the community
will be able to express our ideas and points of view
will be encouraged to perceive education as a lifelong process
will be involved in the implementation and review of our school's policy
will take responsibility for our behaviour.

**Students Rights and Responsibilities**

Students earn their rights through accepting their responsibilities given our Marymount College Community values [refer pg (i)]. We recognise that each student has:

1. The right to learn
2. The right to feel safe and secure
3. The right to be respected
4. The right to express themselves appropriately
5. The opportunity to earn their rights through accepting their responsibilities.

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Right</th>
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<tbody>
<tr>
<td><strong>Making sensible choices about my behaviour:</strong></td>
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<tr>
<td>Arriving at class on time and prepared to learn</td>
<td>To learn</td>
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<tr>
<td>Being prepared with correct resources and equipment</td>
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<td>Working to the best of my ability</td>
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<td>Listening carefully to instructions</td>
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<td>Submitting homework, assignments, rich tasks on time</td>
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<tr>
<td>Assisting my own learning by not interrupting others</td>
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<tr>
<td>Respecting the thoughts, feelings and property of others</td>
<td>To feel safe and secure</td>
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<tr>
<td>Respecting classroom procedures</td>
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<tr>
<td>Remaining in school grounds until permitted to leave</td>
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<tr>
<td>Using equipment safely</td>
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<td>Resolving conflict peacefully</td>
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<td>Refusing to bring prohibited items to school- gum, whiteout, tobacco, lighters/matches, illegal substances, dangerous or immoral items</td>
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<td>Storing prescription/other medication at the school office (except asthmatics, anaphylactics and diabetics)</td>
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<tr>
<td>Wearing uniform with pride</td>
<td>To be respected</td>
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<tr>
<td>Using correct manners</td>
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<td>Upholding the School’s name in public</td>
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<td>Keeping a litter free environment</td>
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<td>Bullying – No way!</td>
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<tr>
<td>Keeping away from “out of bounds” areas</td>
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<tr>
<td>Being honest and trustworthy</td>
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<tr>
<td>Recognising the success of others</td>
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<tr>
<td>Avoiding dangerous behaviours</td>
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<tr>
<td>Protecting yourself and others</td>
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<tr>
<td>Using appropriate language</td>
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<tr>
<td>Respecting the ideas and feelings of others</td>
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<td>Speaking confidently and clearly at the right time and right place</td>
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<td>Expressing opinions without ridicule</td>
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Demonstration of Marymount Values – Hospitality, Stewardship, Compassion, Respect, Reconciliation

Positive Acknowledgement – by teachers

Purpose
To reinforce responsible behaviour

Process
- Praise, affirmation, thanks
- Class Responsibilities – monitors, etc
- Encouragement – verbal, non-verbal, written
- Inter-class responsibilities – eg peer mediators
- Public display of work
- Individual rewards – free time, student choice activity, computer time
- Class, year level rewards – fun activities, game time, sport, film
- Special morning tea
- Invitation to parents, principal etc to come to class
- Phone calls, notes to parents
- Principal Awards
- “Smile” awards issued to individual students to affirm, thank or praise.

When a student has achieved 10 “Smile” awards they will receive a Principal’s Award.

PLEASE NOTE:
The school may exercise the right to start at any step if the behaviour is dangerous, extreme or repeated.

LEVEL 1
Inappropriate Behaviour

Examples include:
- Running in corridors
- Breaches of the uniform code
- Littering
- Eating on the oval
- Out of bounds
- Incomplete work
- Lateness to class

Redirection and Reminder – Teacher

Purpose
To foster a sense of responsibility for actions and to maintain a safe environment conducive to learning.

Process
Questions of Reminder and Logical Consequence

REMEMBER student of the rule or dress standard

ASK: “What’s the rule?”
If the girl doesn’t know or won’t say, teacher repeats the rule in the positive.

ASK: Can you do that?
If the girl doesn’t answer, teacher states the expectation in the positive and advises of ongoing consequences.

PAUSE: Then say “Thank you, I appreciate it.”

Administer a LOGICAL CONSEQUENCE – eg clean off nail polish, put your hat on, remove litter, move to another point in the room.

LEVEL 2
Inappropriate Behaviour

Examples include:
- Repeated occurrences of level 1 inappropriate behaviour
- Disrespectful comment
- Swearing or offensive language
- Minor property damage
- Non-compliant response to a redirection

Purpose
To foster a sense of responsibility for actions by providing an opportunity for self-reflection and opportunity to discuss what they can do better in the future, and to provide a visual consequence for their inappropriate behaviour.

Process
Reminder, Reinforce, Restitution – Teacher, Student, Parent.

Repeated infringements require 3 RS REMIND, REINFORCE, RESTITUTION along with recording, and follow up by the teacher using the 3R process. In cases of Mid Level Inappropriate Behaviour warnings are not necessary before action is taken.

LEVEL 2
Inappropriate Behaviour cont.

- Questions of Reminder, Reinforcing the Rule and Seeking Restitution.
- Apology.
- Inappropriate Behaviour Recorded
- Parents informed by letter at the discretion of the subject teacher and class teacher.
- Referral to Year Level Leader if student fails to meet stages.
- Persistent breaks of uniform code will result in a lunch time detention.

STEP 1:
REMEMBER – with group, with individuals
eg ask student(s) to complete T chart with the rule at the top and two columns – what does this rule look like? what does this rule sound like? OR ask student to write rule on flashcard and leave on her desk as a reminder OK...

STEP 2:
REINFORCE – with group, with individuals
eg practise the rule, OR help students understand the rationale behind the rule using What If questions? AND record information on Communication Sheet and write a note to parents (proforma)?

STEP 3:
RESTITUTION – CONSEQUENCES by individuals
Restitution is a concrete way of taking responsibility for one’s actions, for dealing with the consequences of one’s own choices.
eg repayment for breakage, removal of graffiti, littering; clean up of yard
eg loss of activity - student may not participate in play time at lunch time; community service e.g. litter clean up, envelope preparation, sports shed clean up, costume clean up
eg loss of access - student may be denied use of computers for a specified time
eg loss of interaction - student must work in isolation for the rest of the lesson - chair outside deputy’s office OK...

STEP 4:
APOLOGY – 3 components – student
Statement of regret or remorse – eg “I feel bad that... I regret that... I wish I hadn’t...”
Statement of appropriate future behaviour – eg “Next time I will be sure to... I won’t do that again, instead I will...”
Request for acceptance
“I hope you will accept my apology.” “I hope you will forgive me.”

STEP 5:
GRATITUDE – teacher, victim...
Following the restitution the teacher needs to express gratitude to the student who has made her best effort at restitution

STEP 6:
PARENT/CAREGIVER NOTIFICATION – subject teacher/home room teacher (when necessary both signatures required)

STEP 7:
RECORD ON STUDENT FILE
Flow Chart for Addressing Issues of Student Personal Responsibility at Marymount College

**LEVEL 4**
- Principal notified by Deputy Principal/Leader of Student Learning and Wellbeing
  - Principal takes action
  - Parents included
  - Formally recorded on student file

**LEVEL 3**
- Deputy Principal notified of concern. Deputy Principal and Leader of Student Learning & Wellbeing
  - Parents notified
  - Base Group Teacher informed
  - Noted on student file

**LEVEL 2**
- Leader of Student Learning & Wellbeing notified of concern.
  - LSL&W takes action in consultation with Basegroup and/or Classroom Teacher
  - Parents Notified
  - Base Group Teacher informed
  - Noted on student file
  - Lunchtime Detention for breaches of uniform code

**LEVEL 1**
- Concern outlined to Student – no further action required
  - Redirection and reminder
  - OR
  - Concern outlined to Student/Parents notified – action taken by Teacher
  - Basegroup Teacher informed
  - Noted on student file

**Teacher**
- Suggested Teacher initiatives:
  - Telephone Parents
  - Note in Diary
  - Logical consequence
  - Interview with Parents
  - Reflective writing by student
  - Community Service

**Principal/Deputy Principal**
- Deputies Principal/Leader of Student Learning and Wellbeing may include
  - Contract
  - Interview with Parents
  - Detention
  - Internal Suspension
  - External Suspension
  - Re-entry Meeting
  - Formal Interview with Principal

**Leader of Student Learning & Wellbeing**
- Referral to Base Group Teacher