



# Personal Responsibility Policy

## Purpose

The purpose of this policy and associated processes is to promote, implement and create a safe learning environment where MacKillop girls respect themselves, each other and the rights of others to learn. It recognises that positive responsible student behaviours are essential to the smooth running of the school, to achieve optimal learning opportunities and to develop and supportive and cooperative school environment.

## Definition

**Personal Responsibility:** students' personal responsibility is the notion that students choose, instigate and otherwise cause their own actions.

## Implementation

The primary expression of pastoral care is through the dynamics of teaching and learning but is implicit and explicit in all that is done at the College. The development of safe and supportive learning environments for all students includes the implementation of a variety of prevention and early intervention programs and restorative practices that aim to build respectful relationships, address bullying and harassment, personal safety, resilience and specific social skilling for students. Our approach to working with our girls is to focus on the development of personal responsibility. This is informed by the following principles:

- quality, respectful communication both in and out of the classroom.
- the right of every person to feel safe (both emotionally and physically).
- the right of every teacher to teach and every student to learn.
- promotion of student participation in decision-making.
- high academic goals and the promotion of pride in work.
- flexibility to make plans that meet each student's needs.
- applying what we know about quality learning to teaching appropriate behaviours. Therefore, modelling and practice (both guided and independent) is vitally important.
- cooperation rather than competition. Teaching personal and social skills for the 21st century through cooperative learning in all classrooms.

## Consequences for Inappropriate Behaviour

Behaviour education of students is the role of the Subject Teacher and/or the Pastoral Care Teacher in the first instance. The Pastoral Care Coordinators, the Director of Students and the Deputy Principal support teachers in the education and management of student behaviour.

In the first instance, one or more of the following actions may be followed:

- the student is quietly and firmly reminded of classroom expectations;
- an email is sent to Parents/Caregivers;
- parents/caregivers are notified by telephone by the Subject or Pastoral Care Teacher;
- in the case of overdue assignments, a direct message or email will be sent to parents via SEQTA;
- a restorative meeting with the student and parent/caregiver involving the relevant Subject, Pastoral Care Teacher and Pastoral Care Coordinator is held to discuss the issues at hand.

Subject teachers should always notify Pastoral Care Teachers and Pastoral Care Coordinators whenever there are concerns with behaviour as they have the overall picture of what is happening with individual students across the range of their learning.



If a student's inappropriate behaviour persists, the Subject Teacher and/or Pastoral Care Teacher should seek assistance from the relevant Pastoral Care Coordinator. This may involve:

- contact with Parents/Caregivers;
- a restorative meeting with the student and Parent/Caregiver with the Subject Teacher and/or Pastoral Care Teacher and/or Pastoral Care Coordinator and the Director of Students or the Deputy Principal to discuss the issues at hand;
- referral to the School Counsellor;
- progress report collected from all Subject Teachers;
- structuring and implementing an appropriate Positive Behaviour Support Contract;
- review of subject choices if appropriate and/or modification of programs in consultation with relevant curriculum personnel;
- withdrawal from classes, lunchtime reflection session or internal suspension.

If no improvement is evident or if a situation is particularly serious and warrants immediate attention, the Director of Students and/or Deputy Principal may become immediately involved through:

- a restorative meeting between relevant parties and the Director of Students/Deputy Principal/Principal to discuss the issues at hand;
- referral to the School Counsellor;
- referral to relevant external agencies;
- internal or external suspension;
- as a last resort and in extreme circumstances expulsion from the College community in consultation with the Principal and College Board.
- expulsion may be exercised in the case of:
  - a serious breach of a major school rule
  - repeated acts of disobedience which separately are insufficient to warrant expulsion and for which suspension has been tried and has been ineffective or
  - a persistent disregard for school rules and repeated unacceptable conduct following warnings and suspension or
  - a student conduct of such serious nature that the student can no longer be permitted to remain at the school without danger to others or the school community.
  - a student conduct of such a serious nature that there is a well-founded concern regarding the safety and welfare of other students or staff at the school.
  - expulsion is also at the discretion of the Principal and may include the opportunity to negotiate a transfer to another school.

### Evaluation & Review

The review of this policy must include student voice.

Monitoring & Review

Version 2

Approved: College Leadership Team

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