



Star of the Sea School

Personal Responsibility Policy

Introduction

At Star of the Sea we base our teaching and relationships on Gospel values, ensuring the rights of teachers to teach our students to learn in a safe and caring Christian environment. We embed our school values of respect, inclusivity, compassion, collaboration and honesty. We aim to develop a success orientated school community in which all participants have the support and opportunities needed to flourish – spiritually, physically, emotionally, socially and intellectually.

Rationale

At Star of the Sea we believe that effectively encouraging and developing skills in personal responsibility and self-management leads to:

- happy, confident children
- positive relationships
- competent negotiators
- independent problem solvers
- resilient and persistent behaviours
- socially responsible citizens
- competent, confident learners
- self-aware, self-managed learners

Therefore we:

- have clear expectations about behaviours
- facilitate positive behaviours and minimise inappropriate behaviours through positive relationships
- attempt to be proactive and explicitly teach social and emotional competencies
- provide an environment where students, staff and parents are self-motivated to make effective and positive choices
- guide students so that they are able to self-evaluate, self-discipline and take personal responsibility
- acknowledge that children make mistakes and that parents and teachers need to work together to support the child in reconciling and rebuilding positive relationships.
- respond to inappropriate behaviours and support students to make changes
- work in partnership with the school community on the development, documentation, implementation and review of Personal Responsibility Policies

Expectations

At Star of the Sea School we believe that everyone has the right to feel safe and learn to the best of their ability at all times therefore we:

- **Care for ourselves**
- **Care for others**
- **Care for our learning**
- **Care for property and our school**

Levels of Personal Responsibility Support:

Levels of support:	People involved:
1.	1: self
2.	2: self + teacher
3.	3: self + teacher + parents
4.	4. self + teacher + parents + Leadership (or nominee)
5.	5. self + teacher + parents + Leadership (or nominee) + Specialist/external support

Procedures

If a child is unable to self-manage, co-management will occur, and the following steps will be implemented:

In the Yard

1. Reminder of the expectations, school values and our school beliefs about behaviour
2. Thinking time, walk and discussion with the yard duty teacher
 - Opportunity to make restoration
 - Rehearsal of appropriate behaviour, if appropriate
3. Referral to the Connect Room/Office
 - Counselling with duty teacher
 - Self-Management Plan to be completed and returned signed by parent/caregiver the following day
4. After three visits to the Connecting Room in a term student, parents/caregiver and Principal/Deputy Principal will meet to formulate a Self-Management Plan
5. Internal Suspension if necessary, at discretion of Leadership
Re-entry meeting with student, parent/s & Leadership
6. Further consequences after discussion with the Principal Consultant at Catholic Education, South Australia.

In the Classroom

1. Reminder of the expectation
2. Thinking time in classroom
3. Thinking time out in another classroom/office
4. Referral to the Connecting Room during playtime
 - Counselling with duty teacher
 - Self-Management Plan to be completed and returned signed by parent/caregiver the following day
5. After three visits to the Office in a term student, parents/caregiver and Principal/Deputy Principal will meet to formulate a Behaviour Plan
6. Internal Suspension if necessary, at discretion of Leadership
Re-entry meeting with student, parent/s & Leadership
7. Further consequences after discussion with the Principal Consultant at Catholic Education, South Australia (CESA)