



PERSONAL RESPONSIBILITY POLICY

DATE: 4 DECEMBER 2007

INTRODUCTION

Quality of presence is a hallmark of the Edmund Rice charism and therefore of Catholic schools in the Edmund Rice tradition. The foundation of such presence lies in the appreciation of the other, especially the student, as made in God's image. Relationships between staff and students promote friendship, cooperation and personal care.

Close attention to the genuine Pastoral Care of all students is a particular characteristic of Edmund Rice schools. This means being brother and sister to all, especially the lonely, the under achiever, those with poor self-image, and those "ordinary" students who can sometimes be overlooked.

St Paul's College aims to promote a sense of personal and community responsibility. Self-discipline is a necessary pre-requisite for proper inner-directed freedom. The school's policy recognises the Gospel value of unconditional forgiveness, while finding appropriate ways of attending to breaches of discipline that reflects the College's status as a Catholic school in the Edmund Rice tradition.

STUDENT RESPONSIBILITIES

- Each student should be learning to recognise his dignity as a child of God and respect that dignity.
- Each student should be respectful of a similar dignity in others and show that by courtesy and consideration for them (refer to Harassment Policy).
- Each student should also appreciate the efforts that many make on his behalf and respond with a spirit of responsibility and cooperation.
- Mutual cooperation calls for responsible attitudes from all and any rules designed for the harmonious and efficient operation of the school should have the whole-hearted support of all (refer to School Regulations: Student Diary).
- All people need to accept responsibility for their own actions. Therefore, students at St Paul's College are expected to:
 - ❖ Be aware of their actions and their effect on others;
 - ❖ Care and be kind, helpful, cooperative and supportive of others;
 - ❖ Show courtesy and truthfulness;
 - ❖ Display honesty;
 - ❖ Become involved;
 - ❖ Have a positive attitude and be punctual;
 - ❖ Be respectful to all property; their own and others;
 - ❖ Show self-discipline;
 - ❖ Be studious and well organised;
 - ❖ Present themselves well at all times;
 - ❖ Adhere to school policies; e.g. Uniform, Drug Policy, Harassment Policy.

A Catholic school for boys in the Edmund Rice tradition
ACHIEVEMENT LEADERSHIP COMPASSION

- In the classroom students are expected to:
 - ❖ Be punctual and prepared for lessons;
 - ❖ Work to the best of their ability;
 - ❖ Respect the rights of other students to learn and teachers to teach;
 - ❖ Respect their own and others' property;
 - ❖ Be responsible for their own actions and behaviour;
 - ❖ Respect the rights of everyone to feel safe;
 - ❖ Wear the school uniform with pride.

- In the year and in public students are expected to:
 - ❖ Be respectful of the rights and property of others;
 - ❖ Be responsible for maintaining a safe environment;
 - ❖ Wear the school uniform with pride;
 - ❖ Observe any regulations regarding use of areas, equipment;
 - ❖ Adhere to school policies.

PROCEDURES / STRUCTURES

Aim is to resolve the problem at the subject level.

Subject teacher:

- reflection on practice;
- agreed set of class rules reinforced;
- develop a relationship with student;
- one on one to solve problem (use key strategies);
- discussion with Pastoral Care teacher (keep record), reconciliation;
- early contact with parents.

If resolution does not occur, contact Pastoral Care teacher.

Pastoral Care teacher:

- re-negotiate the class rules (to be displayed in class);
- meet with Subject teacher and student;
- early contact and ongoing work with parents about problem;
- work with Pastoral Care teams in Thursdays meeting;
- devise strategies to employ in discussion with student(s);
- communication with other teachers of the student(s);
- documentation of details of concerns/incident.

If resolution does not occur, contact House Leaders (Senior School) / Teams (Middle School).

House Leaders (Senior School) / Teams (Middle School):

- communication back to Pastoral Care teacher and Subject teacher regarding process;
- meeting with parents (compulsory);
- support of teacher and student;
- discuss problem with Head of Senior School / Middle School;
- reconciliation.

If resolution does not occur, contact Head of Senior School / Middle School.

Head of Senior School / Middle School:

If the situation reaches this stage, each student will be dealt with on an individual basis. In consultation with the relevant staff appropriate action will be taken in line with the College's Vision Statement. This consultation may include Youth Workers and Student Counsellor, Head of Curriculum, Special Education, etc. In more serious situations that may arise consultation with the Principal will decide the future directions of the student.

STRATEGIES

Good behaviour management begins with teachers being professional in their approach and good role modelling, e.g. punctuality, organisation, tolerance and patience in their classes. Often the place to begin is looking at ourselves.

Suggested strategy (when class is settled):

1. Stay cool, calm and collected. (Don't argue or draw attention to the issue, keep it one on one).
2. Ask the student calmly and quietly, "What are you doing?"
3. Explain clearly how the behaviour contravenes the school regulations and stress calmly the student's responsibility to himself and others.
4. Ask the student to STOP. (Ensure the student understands what he is meant to be doing or understands the work.)

Most students are back on track.

If not:

1. Give the student realistic options; stay in the class and join in positively or work alone within the class.
2. If it continues – isolate the student in the class (away from the general working area).
3. Give student a copy of the 4W form.
4. It is important to follow up the form with a discussion about the student's reflections and strategies.

REMEMBER:

Consult the Good Practices List and seek advice from your colleagues – help is always available (refer to Procedures / Structures).

COMMUNICATION / PROCEDURE FLOW CHART

Subject Teacher ⇒ Pastoral Care Teacher ⇒ House Leader (Senior School) ⇒ Head of Senior School ⇒ Principal

OR

Subject Teacher ⇒ Pastoral Care Teacher ⇒ Pastoral Care Teams (Middle School) ⇒ Head of Middle School ⇒ Principal

Other support available / used at appropriate step:

- Student Counsellor
- Youth Workers
- Special Education Coordinator
- Outside Agencies.