



Personal Responsibility Procedures

Junior School Personal Responsibility Procedures

College Rules are based around:

- Respectful and positive behaviour
- Acceptable use of Technology
- Uniform and grooming
- Punctuality and attendance
- Out of Bounds Areas

Staff will strive to acknowledge acceptable and responsible student choices and where possible document and record via SEQTA.

In the Junior School, we explicitly teach skills and support students to build positive and respectful relationships and use restorative practices. We provide a strong values-centred Catholic education based on the tradition of the Sisters of Mercy. The Mercy Keys of Compassion, Loyalty, Justice, Integrity, Responsibility and Mutual Respect are core values that are an integral part of the way of life for all members of our community.

Mercedes College Junior School staff are committed to supporting students to treat themselves, others, their belongings, the property of others and the environment with respect. All classes follow Essential Agreements, which contain statements of expectation for learning, relationships and the school environment. When these expectations are not being adhered to or the safety, dignity or respect of another person or the environment is compromised, educative, wellbeing, pastoral and restorative responses will follow.

The Personal Responsibility Procedures are linked to the Mercedes College Personal Responsibility and Safe School Policies. These Policies contain definitions of unacceptable behaviours such as bullying, harassment, cyber-bullying, sexual harassment and racial vilification.

There are several fundamental principles in developing personal responsibility in our students. In partnership with parents / caregivers, we aim to:

- Affirm respectful and positive relationships and behaviour and utilise restorative practices
- Provide a safe, supportive, welcoming and inclusive environment
- Engage in restorative conversations, age appropriate follow up and logical consequences in line with class Essential Agreements
- Encourage students to take responsibility for their own actions
- Understand that every student has the right to learn and every teacher has the right to teach
- Support students to develop an ethical and social conscience.
- Commit to teaching social and emotional learning

Essential Agreements

- Respect others, the environment and all property
- Be punctual and bring all required equipment
- Remain on task

(Each class will modify these using age appropriate language) Class Essential Agreements are displayed in each classroom

Consequences for Unacceptable Behaviour

The table below is an indication of the responses to different levels of behaviour. At all levels, students are provided with support strategies to develop behaviours in line with Class Essential Agreements.

Level 1 – Low Level / Minor Unacceptable Behaviour	The education of these behaviours may look like:
<p>Minor behaviours are those that:</p> <ul style="list-style-type: none"> • Do not seriously harm self, others or the environment or cause staff to suspect that the student may be harmed • Do not violate the rights of others in any other serious way • Are not part of a pattern of problem Behaviours 	<ul style="list-style-type: none"> • A verbal reminder/ caution • Identification of the behaviour • Being moved away from the area • Redirection/ refocus • Revisit of Essential Agreements



Level 2 – Unacceptable Behaviour

The education of these behaviours may look like:

Actions that cause a degree of risk to themselves or others:

- Unsafe use of equipment
- Unsafe use of hands, feet or body
- Deliberate damage to property or the environment
- Use of disrespectful or inappropriate language

- Support is provided to encourage positive behaviours in line with Class Essential Agreements
- The student is supported and guided to reflect on and modify their behaviour through a restorative conversation.
- This uses 4 affective statements, for example:
 1. An affirmation of the child as a valuable human being
 2. Name the inappropriate behaviour
 3. How the disrespectful behaviour has affected others
 4. What to now do respectfully
- Apply logical consequences
- Incident documented by class teacher on class observation record
- Student is issued with a notification slip. This is placed in the student's diary where a signature by a parent is required and then it is returned to the teacher

Level 3 – Repeated Unacceptable Behaviour in Level 2

The education of these behaviours may look like:

- If there appears to be a pattern of repeated behavior, class teacher invites student's parents to be part of the restorative conversation with their child.
- Incident documented by class teacher on class observation record
- Email notification to Junior School leadership team completed by teacher
- Reflection time in Junior School Office with member of the Junior School leadership team on the day or the following day of receiving the notification- complete a Personal Responsibility form with the Head of Junior School
- Reflection Time takes priority over other commitments.

Level 4 – Serious Unacceptable Behaviour

The education of these behaviours may look like:

More serious breaches of behaviour:

- Significantly violate the rights of others
- Aggressive behaviour
- Continued disobedience
- Repeated misconduct
- Behaviour that might be considered criminal
- Bullying including cyberbullying

- Restorative Conference in which a case management plan is developed for the student
- The support team may comprise school leadership, teachers, parents/ caregivers, student, CESA Inclusion, behaviour and learning consultant and relevant experts (e.g. school psychologists etc.)
- Documentation is kept and reviewed by the support team
- Logical consequences might be support/rehearsal in the form of an alternate play program or social skills group

Students are required to complete the Personal Responsibility Form with the support of the Head of Junior School or Junior School Coordinator. This is done in a positive manner in which students reflect on their behaviour and identify ways they can improve in the future.

The Personal Responsibility Form is given to the student and is to be signed by the parent/caregiver and returned to the College the following day.



Outside Classroom Consequences

Unacceptable Behaviour

Unacceptable behaviour in the yard includes:

Rough play ('hands on' behaviour, not using safe hands or feet, being in an Out of Bounds Areas, failing to follow a teacher's instructions, inappropriate language or any breach of rules).

If a student behaves inappropriately in the yard, the duty teacher will counsel the student. The education of unacceptable behaviour in the yard may include:

- Student being asked to sit out.
- Student may be assigned restricted yard play.
- Student receiving a notification, which is to be signed by the parent.

If the student is involved in serious misbehaviour or engages in unacceptable behaviour repeatedly in the yard, this could mean restricted yard play, or internal or external suspension.

Students involved in serious misbehaviour will be referred to the Head of Junior School/ Deputy Principal/ Principal or nominee where suitable consequences and student support will be determined.

The following list provides examples of what would constitute more serious consequences:

- Aggressive behaviour, including dangerous play fighting
- Dangerous play
- Verbal abuse and threatening gestures
- Vandalism
- Possession or use of any offensive weapons
- Leaving the College premises without permission.

Middle and Senior School Personal Responsibility Procedures

College expectations in relation to student behaviour and relationships are informed by our College Strategic Goals and a commitment to the principles of Restorative Practice. It is expected that all relationships are mindful of:

- Safety and dignity of all people
- Respectful and positive behaviour
- Visible consistencies with respect to College policies such as uniform, presentation, attendance, punctuality and use of digital technologies.

By treating every behaviour as a learning opportunity, we are continuing the ongoing pursuit to develop our students into well-rounded individuals who have a sense of self and can be positive contributors to their communities. We encourage students to live the Mercy Key's by treating every person with dignity and respect. To support the strategic goals of the College, our aim is to nurture our students to flourish and reach their full potential, at each stage of their personal development.

Recognition of positive student behaviour and choices

- Staff will strive to acknowledge acceptable and responsible student choices and where possible document and record via Affirmations in SEQTA Pastoral

Clarification of student understanding of expectations when concerns are identified

- Restorative conversations are to be conducted by the staff member to establish student awareness and understanding of expectations
- Restorative conversations intended to redirect student behaviour and inform staff of any temporary adjustments required in response to student needs (for example, breach of uniform expectations resulting from individual personal circumstances)
- SEQTA Personal Responsibility note is recorded

Warning, identification of behaviour of concern and discussion with teacher as directed through Restorative Practices framework

- Restorative conversations are to be conducted by the staff member if student exhibits a breach of **expected** behaviour, for example:
 - Demonstrates disrespectful behaviour towards peers, property or learning environment
 - Disrupting learning activities during a lesson
 - Arriving late to class (including morning administration)

- Being disorganized or unprepared for class
- Engaging in off-task behaviour
- Staff are advised to refer to the Restorative Practice processes and prompt card guides to holding restorative conversations. Questions to guide staff in this process are identified over the page.

Restorative Practice Questions guide

- What happened?
- How did it happen?
- How did you act in this incident?
- Who do you think was affected?
- How were they affected?
- How were you affected?
- What needs to happen to make things right?
- If the same situation happens again, how could you behave differently?

In-class consequence

Step 1: Re-direct behaviour and provide reminder around positive behaviour choices.

Step 2: If poor behaviour continues, teacher to remind student of expectations and next step.

Step 3: Teacher separates student from their peers and has a private conversation (supported by reflection sheet if applicable), Teacher records SEQTA Personal Responsibility note.

Step 4: If inappropriate behaviour continues, subject teacher records SEQTA Personal Responsibility note, liaises with the Year Level Leader and contact is made at home to inform the family. Teacher and or YLL conducts a restorative conversation & consequence issued if applicable.

Step 5: In the case of repeated behaviour, the Year Level Leader will engage the Pastoral Care Team, student and their family to ensure positive change in behaviour. Information is documented on SEQTA

Personal Responsibility concerns entered into SEQTA Pastoral

- Prior to recording an entry in SEQTA, staff are to check recent entries relating to the student, to ensure a clear understanding of the student and their context is gained.
- If a student continues or repeats the above behaviours after in-class consequence, the staff member is to record an entry into SEQTA Pastoral – Personal Responsibility Concerns, selecting the appropriate sub-category.
- Staff are to follow the SEQTA Pastoral Guide and Templates for entering this information, including details of the situation and the nature of their conversation with the student to address the behaviour of concern.
- Personal Responsibility Concerns can be recorded in SEQTA within the following sub-categories:
 - Behaviour
 - ICT Misuse (including mobile phone)
 - Regular Lateness
 - Truancy
 - Other
- Information can also be recorded in SEQTA as Uniform Concerns under the following categories:
 - Blazer not worn to and from school
 - Excessive piercings//jewellery
 - Hair not tied back
 - Not clean shaven
 - No hat
 - PE uniform worn on incorrect days
 - Shirt untucked
 - Skirt length
 - Wearing of non-uniform items
 - Other
- Academic Concerns can be recorded in SEQTA as per guidelines linked to required attendance at Lunchtime and/or After School

Study Sessions

- Process:
 - Student informed that SEQTA entry is to be made as part of the restorative conversation
 - Staff enters details in SEQTA Pastoral – Personal Responsibility concern
 - Staff to follow up and engage in restorative conversation with student at next lesson/interaction
 - HG teacher and Year Level leader to review Personal Responsibility records and follow up as required as per the process outlined in the SEQTA Pastoral Staff Guide

Formal Personal Responsibility Restorative Reflection

- If a student continues to require Restorative Conversations with HG teacher or Year Level Leader, then the student may be required to attend a reflection opportunity at lunch time or after school, as directed by the Year Level Leader
- Parents to be notified of the reasons for this decision and outcome
- This may be expected immediately if student exhibits **serious** breach of expected behaviour, for example:
 - Serious irresponsible behaviour or action
 - Rough or inappropriate physical contact
 - Inappropriate and aggressive language
 - Breach of academic integrity
- Process:
 - Teacher consults with Year Level Leader and/or Head of School to determine an appropriate date and time for the reflection. Parent notified via SEQTA Direct Message and phone call.
 - Student informed of the need to attend a Formal Personal Responsibility Restorative Reflection by Year Level Leader or Head of School
 - Student attends Senior School Study from 3:45pm to 4:30pm to complete formal personal responsibility restorative reflection under the direction of the Year level Leader and/or Head of School
 - Students are required to attend this formal reflection in place of scheduled CEA activities such as sport trainings or music rehearsals

Internal Suspension (Withdrawal from Class)

- Issued if student exhibits **continued and/or severe** breach of expected behaviour, for example:
 - Violence
 - Use or possession of any offensive weapons
 - Use or possession of alcohol, cigarettes, vaping or drugs (see Drug Education Policy)
 - Verbal harassment of a member of staff of the College
 - Severe breach of ICT Acceptable Use Policy
- Process:
 - Teacher consults with Year Level Leader and Head of Senior School
 - Year level Leader and Head of Senior School investigate student issue and inform McAuley Office staff and parents where appropriate (e.g. arranged meeting, phone call, formal letter)
 - Student engages in formal restorative written reflection task at school during internal suspension, and is also provided with subject work to continue with
 - Students are required to attend this formal reflection in place of scheduled CEA activities such as sport trainings or music rehearsals. This may also result in withdrawal from optional extra curricula activities
 - Student and parents to be involved in discussion and Re-Entry meeting with Head of Middle School and or Year Level Leader prior to returning to classes regarding expectations on future behaviour.

External Suspension (Withdrawal from School)

- Issued if student has already received an internal suspension and/or exhibits **continued severe** breach of behaviour or exhibits severe breach of expected behaviour (as above)
- Process:
 - Teacher consults with YLL and Head of Middle School
 - Head of Middle School to determine appropriate action with Deputy Principal and/or Principal and arrange appropriate



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- communication/procedures in place
- Student and parents to be involved in discussion with Head of Middle School prior to returning to classes regarding expectations on future behaviour.

Exclusion from the College

- **Repeated or aggravated severe** behaviour may lead to exclusion from the College