



## **Behaviour Education and Personal Responsibility Policy**

### **Our Vision**

At St Joseph's School all members of the community are called:

- To witness to God's love.
- To promote justice in our local community and the wider community.
- To create an environment where the dignity of each person is respected.
- To respond to the Gospel call to continuing conversion of heart.
- To reflect and promote a spirit of forgiveness and reconciliation.

### **Principle**

Every person is part of the Body of Christ and their physical, spiritual, social and emotional growth towards personal and social responsibility, and self-discipline is a lifelong process. Each child's growth is nourished by the many opportunities to develop positive relationships, build resilience skills and form deep connections in a learning community.

### **Our Beliefs**

At St Joseph's School the conditions of enrolment clearly state the expectations of students:

- We believe students are responsible in nurturing an environment of study, whilst being respectful of the right of students to learn and the right of teachers to teach.
- We believe students need to develop the ability to be self-determined in their behaviour and to be fully responsible for their actions.
- We believe as a community that as adults we have a responsibility to guide students in making appropriate behavioural choices.
- We believe that positive relationship building is the key to lifelong social and emotional wellbeing.

### **Aims**

To develop quality relationships among staff, students, parents, religious, parish and wider community.

To ensure these relationships are based on respect, sincerity, acceptance, trust and hope.

To provide learning experiences which are relevant, challenging, involving and positive to the self-concept of the students.

To encourage self-discipline, responsibility, initiative, creativity, leadership and a sense of achievement.

To create and maintain a sense of 'success' across the entire school community in a positive and caring Christian environment.

### ***Why do we need a "Policy" on Behaviour Education?***

All harassment is both un-Christian and against State Law.

At St Joseph's School staff and parents believe that all relationships are important and students should not have their education and development hindered by any form of harassment.

We are all equal before God and so everyone has the right to be treated as worthwhile and important. We all have the right to come to school and enjoy a happy and secure school day. People who harass others may stop them from reaching their full potential in all aspects of their schooling and personal development.

Personal Responsibility is the process of accepting responsibility for one's own thoughts and actions and the way these impact on others. Developing a sense of responsibility among children is greatly assisted when children are well aware of choices and the way the choices they make affect others.

Behaviour Education is integral to the development of personal responsibility as it aims to develop appropriate behaviours. Ideally, this behaviour should come from within each member of the school community and every member should be personally responsible for their own choices.

## **The Relational Model– Positive Behaviour Support**

### **Rationale**

- Behaviour is skill based. Skills can be taught.
- Behaviour Education should be viewed as skill learning.

### **OUR GOAL:-**

To provide increased opportunities for collaborative and productive working relationships. We will continue to use RESPECT SAFETY, LEARNING and TRUST as our Mantra to promote our school values and we will create a safe environment free from harassment. We will incorporate positive and restorative practices with our dealings with conflict situations.

### **STRATEGIES:-**

- Intervention at the primary level.
- Use redirection and not only consequences.
- Restorative conferencing.
- Buddy activities to teach behaviours rather than punish.
- Use 5 pt Scale on an individual basis.
- A Choices B Choices.
- Focus on what children can do rather than what they can't – strength based approach.
- Classroom conferencing and meetings.
- A student centred approach using the IEP (Individualised Education Plan) process.
- Consequences that are integrated and meaningful – staff work on restorative practices.
- A firm but fair approach.
- Teacher/Student relationships based on mutual respect.
- A positive classroom environment with engaging teaching practices.

- High levels of support (development of student responsibility for their actions and understanding about the harm that they may cause others).
- Teachers and families working collaboratively to support student wellbeing and learning outcomes.
- Implementation of the Be You framework.

### ***Being Bullied and Harassed***

'Harassed' is being subjected to behaviours which are unwanted, unwelcome, unsolicited and usually persistent. It often occurs when a person feels they have less power or is put in an uncomfortable or compromising situation. When harassed, people may feel angry, embarrassed, frightened, humiliated or uncomfortable and unable to respond.

'Bullying' is persistent, ongoing, targeted harassment.

***A conflict is interpreted as occurring between two parties of equal power. This is not harassment or bullying. Any form of harassment or bullying is wrong and should not be allowed to continue.***

### ***Types of Bullying and Harassment***

There are many ways in which you can be harassed – these are a broad set of examples. Often types of harassment may overlap.

#### *Physical*

- Fighting, pushing, shoving, gestures, invasion of personal space.

#### *Verbal*

- Name calling, offensive language, slander, discrimination by sex, race, creed, gender or socio-economic background.
- Commenting on the size and shape of another body.

#### *Psychological*

- Threats of reprisal, belittling comments, domination by one or more persons.

#### *Victimisation*

- Stand-over tactics, bullying, damage to another property, or hiding it.

#### *Racial*

- Can include name calling, belittling jokes and remarks about a person's body, cultural and family background, graffiti on personal property and physical attacks.

#### *Sexual*

- Deliberately touching or brushing against others in a sexual manner.
- Sexually orientated jokes, drawings and literature.
- Calling others rude names or making comments about others morals.
- Invitations of a sexual nature.
- Asking questions about others private life, spreading rumours about others sex life.

- Looking at others in a way that you feel uncomfortable.

### *Technological*

- Can include abuse and harassment via the internet, mobile phones and e-mail.

### **Responsibilities**

All members of a school community contribute to the development of behaviour related policies and practices and their successful implementation.

The Principal has responsibility for ensuring that pastoral care is extended to all members of the school community. Student inappropriate behaviour can have an adverse effect on the student wellbeing of students, staff members and others, the proper exercise of pastoral care, requires the Principal to ensure a just and reasonable balancing of the rights, needs, obligations and well being of all members of the school community.

- Responsibilities of Students: To contribute to a safe and supportive learning environment for all students.
- Responsibilities of Parents: To support school staff in maintaining a safe and supportive learning environment for all students.
- Responsibilities of School Leaders: To demonstrate consistency and fairness in implementing behaviour related policy and practices. To encourage and implement ongoing professional learning for staff in behaviour education, learning and wellbeing and encourage opportunities for parent education and information.
- Responsibilities of Staff: To provide a safe and supportive learning environment for all students. To develop and maintain inclusive and engaging teaching and learning programs and initiatives for all students with a focus on building social and emotional competencies and the development of personal and social responsibility. To develop and implement specific behaviour intervention programs and strategies where necessary.

### **The role of all students**

All students at St Joseph's School have a responsibility to contribute and create a safe and happy learning environment. Hence any student witnessing bullying or harassment needs to take appropriate action:

- Tell the bully to stop the behaviour that is inappropriate.
- Report the incident to a teacher.
- Invite the person who is being subjected to bullying to join you.

*If we all work together we will have a better and happier school.*

### **What will happen if I go to a teacher?**

All teachers are available and willing to help students who are being harassed. They will listen to you sympathetically and together you will work out the best way to handle the situation.

Action will be taken to counsel, to change behaviour and to seek reconciliation.

If you are an onlooker and have witnessed bullying, the teacher will listen to you and will assist you to resolve the situation.

As an onlooker you have a role to play in keeping our school safe and therefore your observations will be taken seriously.

If you have bullied students and you go to a teacher together you will work out the best way to handle the situation. Action will be taken to counsel, to change behaviour and to seek reconciliation.

### ***Procedures and consequences***

St Joseph's School has this Behaviour Education and Personal Responsibility Policy which clearly indicates that harassment **will not** be tolerated.

When harassment, as defined above, has been deemed to take place the following procedure and consequences apply:

#### *Step 1*

- Warn the person you will take the matter further.
- Discuss the incident with a trusted friend or your SRC Representative.
- Report the incident to a teacher.
- The student is to approach a trusted friend or teacher and refer the complaint. Action will be taken to ensure the person instigating the harassment has been made aware of the situation and mediation between both parties takes place.

#### *Consequence*

- Details will be recorded by the teacher and may be reported to **the Principal**.
- Students are referred to the Prevention of Bullying & Harassment policy and procedure.
- The students may be requested to write a letter of apology.
- If harassment continues the teacher reports the incident to **the Principal**.
- Physical abuse or assault warrants immediate intervention by the Principal.

#### *Step 2*

If the bullying and harassment continues:

- Report the incident to **the Principal**.
- Details will be recorded by these people.
- Options include the instigator accepting the consequences of disrespecting others.
- A mediation between the parties will be provided if required.
- An alternative plan of action will be taken if agreed upon by all parties involved.

#### *Consequence*

The student will be disciplined in relation to the seriousness of the offence and in line with the normal practices of the School and can expect either:

- A lunchtime exclusion.
- Internal suspension.

#### *Step 3*

Ongoing cases of harassment will result in further action to be taken by the Principal

- A meeting will be held with parents if the case warrants further involvement by the Principal.
- The Principal will determine the consequence of ongoing bullying and harassment. This will involve internal suspension, external suspension or expulsion.
- The class teacher investigates the situation and provides the information to the Principal. The Principal will interview all those students concerned and will record the incident. The Principal will attempt to resolve the issue and will apply a consequence relevant to the situation. The disciplinary action will be recorded and the parents of the offending student will be notified of their son/daughter's involvement.
- At this step harassment is viewed to be ongoing and indicates a person is continually offending. The incident will be reported to the Principal. The Principal will request an interview with the parents of the offender.

#### *Consequences*

- Consequences will be applied relevant to the ongoing nature of the harassment
- A suspension is to be expected. This may be internal or in serious cases an extended external suspension.
- The Principal will decide on the future of the offending student's participation in the school community.

#### ***Bullying and Harassment involving staff members***

If the harassment involves a teacher and a student, or two staff members the Principal will be informed immediately and this will be documented.

Catholic Education SA processes will be followed to protect the safety of the student and teacher involved in such a situation.

Signed:

Chairperson School Board: Emma Warner .....14th May 2022

Principal: Don DePalma .....14th May 2022

Policy Review Date: May 2022

Next Review Date: May 2025



This Policy has been developed in accordance with the South Australian Commission for Catholic Schools Behaviour Education and Personal Responsibility Policy.