

Personal Responsibility Procedures

Our Community Commitment - Respectful Relationships



St Francis de Sales
COLLEGE

These procedures are enacted in alignment with the St Francis de Sales Personal Responsibility Policy, and as such strive to promote community through valuing and nurturing positive and respectful relationships.

Our Personal Responsibility procedures have been developed and refined from the collective community voice and consultation with students, staff and families.

St Francis de Sales' Community Commitment

Our **shared Community Commitment** is to provide a **productive learning environment**, where **respectful relationships** are key to ensuring everyone feels **safe and supported** in our Catholic school community, where we live out our College **Heart Values**.

**Faith | Perseverance | Compassion | Integrity
Respect | Wisdom | Justice**

This is a commitment that all students, staff and parents must make to be able to be part of our College community, and one to which we will hold each other accountable.

To achieve this, we commit to:

- > Demonstrate respect for individuals in the community in the knowledge we are all created in the image of God.
- > Show respect for all faith backgrounds and support and participate in the Catholic Ethos of the College.
- > Participate respectfully in all College Liturgies, Masses, Prayers Retreats and Reflection days.
- > Show respect for the College environment and its facilities and resources.
- > Demonstrate our Heart Values in our dealings with all members of our community, so that no words or actions can hurt or cause harm.
- > Demonstrate a willingness to restore relationships should they be damaged, practicing reflection through engagement in restorative practices that support those involved to own their choices and recognise their impact on others.
- > Show an active commitment to learning, meeting academic commitment expectations and deadlines; striving to achieve our own level of personal excellence.
- > Actively live out the commitment made at enrolment to represent the College with pride by presenting ourselves in line with the College expectations regarding grooming, uniform, punctuality etc.

- > Be punctual and adequately prepared for all lessons as a way of being respectful of the learning environment and those with whom you share it.
- > Respect the right of every student to learn and every teacher to teach.
- > Follow directions given by staff, who are charged with a direct responsibility of "duty of care" for students.
- > Recognise that being a member of a community means true commitment to that community.

Procedures for responding to breaches of our shared Community Commitment

The College's procedures are specifically shaped to respond effectively and supportively to three separate areas of breach of our shared Community Commitment:

- > those resulting in *damaged community relationships*
- > those where *choices disregard community expectations*
- > those creating a physically or emotionally unsafe environment through *Harassment and Bullying*.

SECTION 1: Relationships

To create and maintain productive learning spaces, College staff, students and parents recognise the importance of building and maintaining strong positive relationships, between students and between staff and students. Understanding the impact of our actions on others is empathy, an important part of our Heart Value of Compassion.

Unproductive behaviours impact on all other community members in the learning environment. In order to support students to recognise their personal responsibility, unproductive behaviours inside and outside the classroom must be addressed. Due to the damage unproductive behaviours have on community relationships, a restorative approach is central to affecting change because others have been negatively impacted.

The following procedures are designed to respond age-appropriately to students when their actions are not aligned to our shared Community Commitment and to support them in adopting behaviours that help them and others to flourish.

This is only achievable with a partnered approach between College and home, where our shared Community Commitment is the basis of our presence in the St Francis de Sales community.

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Procedures for responding to breaches of Community Commitment that damage relationships

Acronyms

YLL	Year Level Leader	DP	Deputy Principal
DoS	Director of Students	DP (C&W)	Deputy Principal - Community and Wellbeing
HG	Home Group	APRIM	Assistant Principal - Religious Identity and Mission

Note

- > Aim at each step is de-escalation that enables a return to adherence to our Community Commitment, and staff involvement is prioritised towards building strong relationships that help students help themselves.
- > Consequences agreed upon at Restorative meetings may include: counselling support, formal behavioural plan, student contract, community service, external agency involvement.
- > Failure to meet the consequences agreed upon during Restorative meetings will result in escalation to the next level.
- > All students will return to Level 1 at the commencement of each term to provide a fresh start, unless otherwise advised through a formal behaviour plan.

Level	Examples of unproductive behaviours in breach of Community Commitment	Responses to support change
Level 1 - Teacher managed everyday classroom management	<ul style="list-style-type: none"> > Off task/disengaged > Disruption of learning environment and learning of others > Disrespectful of others 	<ul style="list-style-type: none"> > Use affective statements to support students to identify and correct unproductive behaviours. > Redirect student to productive behaviour in line with Community Commitment.
Level 2 - Teacher managed (Year Level support)	<ul style="list-style-type: none"> > Behaviour unaltered despite reminders at Level 1 	<ul style="list-style-type: none"> > One on one affective statement conversation out of class between teacher and student to discuss behaviour and causes. > Acknowledgement by student and redirection to Community Commitment. > Information to Year Level Leader and pushed to: Home Group/Class Teacher. > Phone call/email to parents by teacher. > Record on SEQTA.
Level 3	<ul style="list-style-type: none"> > Behaviour repeated/unaltered > Mid Range Behaviours 	<p>Restorative Conversation 1</p> <ul style="list-style-type: none"> > Facilitated by Year Level Leader with teacher and or student, this may include What What How (WWH) conversation with growth focused intent. > Actions, including taking personal responsibility for behaviour and future commitment, agreed upon and communicated to family by Year Level Leader. > Record on SEQTA.
Level 4	<ul style="list-style-type: none"> > Persistent Level 1 behaviour > Breach of agreement set in Restorative Conversation 1 > Repeated Level 3 Mid Range Behaviours 	<p>Restorative Conversation 2</p> <ul style="list-style-type: none"> > Facilitated by, DoS/APRIM) with teacher and student. > Actions and consequences agreed upon and communicated to family, HG/Class Teacher and other relevant staff by DoS (Sec)/APRIM, and formalised in a student contract. > Record on SEQTA.

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Procedures for responding to breaches of Community Commitment that damage relationships cont...

Level	Examples of unproductive behaviours in breach of Community Commitment	Responses to support change
Level 5	<ul style="list-style-type: none"> > Continued/sustained Level 1 and/or Level 3 behaviour > Breach of agreement set in Restorative Conversation 2 > Extreme behaviours such as physical violence, threatening behaviour, gross disrespect etc 	<p>Restorative Conference 1</p> <ul style="list-style-type: none"> > Student removed from community after contact to parents from DoS, APRIM or DP (in consultation with APRIM/DP). > Family presence at Conference arranged. Growth Action Plan developed. > Facilitated by APRIM or DP with DoS. > Actions and consequences agreed upon and communicated to teacher, HG/Class Teacher, and other relevant staff. Short term Counsellor support recommended. > Record on SEQTA. > Failure to resolve with student commitment to meeting of Community Commitment results in removal from community being extended, pending a further conference.
Level 6	<ul style="list-style-type: none"> > Repeated/sustained Level 4 behaviours > Breach of agreement set in Restorative Conference 1 	<p>Restorative Conference 2</p> <ul style="list-style-type: none"> > Student removed from community after contact with family from APRIM/DP (in consultation with Principal). > Facilitated by Principal with DoS or APRIM or DP. Growth Action Plan refined. > Consequences agreed upon and communicated to teacher, HG/Class Teacher, and other relevant staff by senior leader. Ongoing counselling support recommended. > Record on SEQTA. > Discussion by Principal of process should behaviour continue/agreement be breached.

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SECTION 2: Choices

The College's expectations about presentation, uniform, mobile phones/headphones, respect for other's property and the environment, punctuality to all classes and adequate preparation to engage in learning, are a key part of our Community Commitment. Examples are outlined in detail in the student expectations list in Appendix A.

Procedures for responding to breaches of our shared Community Commitment

The College's procedures are specifically shaped to respond effectively and supportively to three separate areas of breach of our shared Community Commitment:

All breaches of College expectations are recorded by staff through SEQTA, and tracked by YLL in each sub-school. Repeated breaches of our Community Commitment result in withdrawal from the community during set lunchtime periods, or after school on Fridays. Students withdrawn from the community will complete a reflection sheet and must bring written work to complete (no electronic devices).

Note: All students will return to Level 1 at the commencement of each term to provide a fresh start, unless otherwise advised through a formal behaviour plan. Truancy will be automatically addressed from Level 5.

Breach	Responses
1st	<ul style="list-style-type: none"> > Growth focussed conversation between teacher and student > (Has a note or phone call from home been provided? = no action) > Log on SEQTA
2nd	<ul style="list-style-type: none"> > Growth focussed conversation between teacher and student > (Has a note or phone call from home been provided? = no action) > Log on SEQTA > Notify Year Level Leader > Parent contact made by HG/Class Teacher via SEQTA (phone call or email)
3rd	<ul style="list-style-type: none"> > Growth focussed conversation between teacher and student > (Has a note or phone call from home been provided? = no action) > Log on SEQTA > Phone call to parent by Year Level Leader > Year Level leader issues consequence: Lunchtime withdrawal from community 1:15pm- 1:45pm
4th	<ul style="list-style-type: none"> > Growth focussed conversation between teacher and student > (Has a note or phone call from home been provided? = no action) > Log on SEQTA
5th	<ul style="list-style-type: none"> > Growth focussed conversation between teacher and student > (Has a note or phone call from home been provided? = no action) > Log on SEQTA > Phone call to parent by Year Level Leader > Year Level Leader issues consequence: Lunchtime withdrawal from community 1:15pm - 1:45pm
6th	<ul style="list-style-type: none"> > Growth focussed conversation between teacher and student > (Has a note or phone call from home been provided? = no action) > Log on SEQTA > Phone call to parent by Year Level Leader > Issue consequence: Friday afternoon withdrawal from community 3:15pm - 4:15pm > Parent meeting to occur with DoS and Year Level Leader. DP to be advised
7th	<ul style="list-style-type: none"> > Conversation by teachers with student > (Has a note or phone call from home been provided? = no action) > Log on SEQTA > Phone call to parent by DoS > Issue consequence: Removal from community pending parent conference with DoS and Leadership member (APRIM, DP, Principal) > Negotiated conditional return to community

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SECTION 3: Harassment and Bullying

The College's shared Community Commitment emphasises the importance of respectful relationships that result in all feeling safe and supported. Behaviour that causes emotional harm to another, regardless of the intent, is contrary to maintaining respectful relationships. Such behaviour must be identified as damaging and inappropriate, and the instigator of the behaviour be given the opportunity to make it cease, once aware of the negative impact it is having. All community members therefore carry the responsibility to report Harassment and Bullying wherever they witness it occurring.

Definitions

Harassment: unwanted behaviour from another, that may or may not be repeated, which causes the person to feel victimised, offended, humiliated, undermined or threatened. Harassment may be physical, verbal, digital, social or psychological, and may involve name calling, teasing, insults, threats, exclusion, alienating, or spreading rumours to hurt. It may involve discrimination of another on the basis of perceived difference in academic or sporting ability or engagement, beliefs, race, culture, sexual orientation or chosen interests. Effective management of cyber harassment and bullying requires parent involvement with their child's online practices as a preventative measure.

Sexual Harassment: unwelcomed behaviour of a sexual nature, including comments, gender based discrimination or exclusion, inappropriate unwelcome physical contact, sharing offensive jokes or material or any other unwelcome behaviour of a sexual nature.

Bullying: persistent harassing ill-treatment of another to create a power imbalance. This is different to conflict between two community members, which results from opposing needs or desires leading to disagreement, which would be managed through the processes outlined in Section 1, "Relationships".

College responses to support students with Harassment and/or Bullying

All such behaviours are managed using similar processes to "Section 1: Relationships", but the following separate procedures are used to ensure the safety of all individuals is made a priority.

We recognise that developmental factors, including age and ability, may contribute to inappropriate behaviours and such factors will be taken in to account in applying these responses.

Step	Responses
1	<ul style="list-style-type: none"> > Inform person that behaviour is unwanted and ask them to stop. > If support is needed to achieve this, speak to a trusted staff member or College Counsellor to assist communication with the person. > It is preferably for the behaviour to be stopped at this level, and support for this to occur will be offered to all parties. > If the unacceptable behaviour is repeated with this student or another proceed to Step 2. > Notation on SEQTA so that Step 1 has been identified.
2	<ul style="list-style-type: none"> > Speak to a trusted staff member or College Counsellor to obtain support whilst the matter is formally investigated and acted upon. > Staff member will work with Year Level Leader and DoS to meet with the student and provide an official warning about the behaviour, and the student's parents will be contacted to discuss the behaviour and engage them to work with their son/daughter to see the behaviour stop. > A mandatory meeting for the instigator with the College Counsellor will occur as part of agreed outcome of the meeting. > An opportunity for a H&B Restorative Meeting will be provided, should that be the wish of the recipient. > Contact made with the family of the recipient to outline the support being provided. > Information recorded on SEQTA by Year Level Leader or DoS. > Only in extreme circumstances whereby a student or staff member's safety is at risk or there has been physical violence: Removal from Community may be necessary. > If the unwanted behaviour is repeated with this student or another proceed to Step 3.

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College responses to support students with Harassment and/or Bullying cont...

Step	Responses
3	<ul style="list-style-type: none"> > DoS contacts instigating student's parents. > Student is removed from community for their continued breach of our shared Community Commitment, pending a re-entry meeting between the student's parents and the Year Level Leader and DoS or APRIM. > The Year Level Leader will document a contract of agreement as an outcome of the meeting which will serve as the conditions of re-entry. > A mandatory meeting with the College Counsellor will occur as part of the agreed outcome of meeting. > An opportunity for a H&B restorative meeting will be provided, should that be the wish of the recipient. > Contact made with the family of the recipient to outline the support being provided. > Information recorded on SEQTA by Year Level Leader or DoS. DP (C&W) to be advised of incident and Step 3. > If the unwanted behaviour is repeated, with this student or another proceed to Step 4.
4	<ul style="list-style-type: none"> > DoS, APRIM or DP (C&W) contacts instigating student's parents. > Student is removed from community for an extended period at the discretion of the Principal. > A parent meeting is held with the DoS or APRIM or DP and the Principal. > Information recorded on SEQTA by Principal. > Options for student are reviewed, given their unwillingness to comply with Community Commitment to keep all safe.

Appendix A: Student Expectations

The following list of examples is provided to ensure all community members have clarity about the details of College expectations that are part of our shared Community Commitment.

SECTION 1: Relationships

- > Respect other students' opinion, property and feelings
- > Disagree/debate with respect for others' opinions
- > Engage in learning tasks as directed during lessons
- > One person speaks at a time
- > Adhere to each teacher's classroom expectations
- > Work respectfully and cooperatively with classmates
- > Respect the learning environment
- > Be kind and caring of others

SECTION 2: Choices

- > Make good choices to not litter
- > Avoid Out of Bounds areas
- > Choose safe yard behaviour
- > Adhere to safe hands policy
- > Be punctual
- > Meet uniform expectations
- > Meet grooming expectations (shaving, jewellery, make-up etc)

Grooming breaches are to be dealt with immediately through going to office to shave, remove make-up or have jewellery removed. Refusal to comply will result in student being removed from the community.

Serious breaches that diminish the College's Duty of care (e.g. out of class without permission or off grounds without permission) will be responded to more directly and immediately.)