

Personal Responsibility Policy



Personal Responsibility Policy

St Joseph's School
Murray Bridge

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Personal Responsibility Policy

Reception to Year 9

St Joseph's Community Commitment

St. Joseph's School is dedicated to promoting the Catholic faith through the charism of the Josephite Sisters and fostering partnerships with families and the wider community. This commitment is reflected in adherence to the policies and procedures of Catholic Education South Australia, particularly the Building Respectful Relationships: Behaviour Education and Student Behaviour Support: Policy and Procedure.

As a school community, we are committed to creating a productive learning environment where respectful relationships are fundamental. By nurturing a culture of safety, support, and shared values, we strive to ensure that every member of our Catholic school community feels valued and included.

St Joseph's School employs the 'Ready to Learn Framework' to guide the development of our students into respectful, cooperative, inclusive, community-minded, kind, and compassionate individuals.

Our '**Ready to Learn Framework**' operationalises our school values, with clear statements defining our students' expected behaviours and attitudes. These statements underpin all school activities and interactions. Our '**Student Engagement Plan**' and restorative continuum is used by staff to elevate student behaviour, empathy and relationships.

St Joseph's School Values					
Respect	Co-operation	Inclusion	Community	Kindness	Compassion
Being responsible for choices	Working cooperatively with others	Recognising everyone's right to learn and achieve	Contributing to our school community	Communicating with care	Empathising with others
Using appropriate language and behaviour	Sharing ideas and listening respectfully	Valuing different ideas and opinions	Creating a positive school culture	Building positive relationships	Showing understanding
Being prepared for learning	Supporting peers and celebrating successes	Creating a safe and welcoming community	Collaborating with others	Helping others	Being kind and caring

St Joseph's Ready to Learn expectations are explicitly taught, practised, and reinforced during the initial weeks of each term and as necessary for realignment. These expectations and value statements provide students with a clear understanding of the requirements expected of them as learners.

The Ready to Learn framework is designed to support staff and students in fostering optimal classroom environments conducive to learning. Using clear value statements, consistent terminology, and defined classroom behaviours, students are educated on what it means to be '**ready to learn**' in all contexts.

SUPPORTING STUDENTS TO BE 'READY TO LEARN'

Staff incorporate the Ready to Learn Framework to foster learning engagement and positive relationships. This is facilitated through:

- Explicitly teaching and reinforcing expected behaviours.
- Responding to behaviours in a manner that upholds both fairness and firmness, ensuring consistency and accountability.

A school-wide process is in place to support students in learning and behaving in a way that aligns with our school values. This procedure includes specific language, strategies, and outcomes that support students to reflect on their behaviour. Staff will apply consistent affirming language, expectations and outcomes.

Reception – Year 5

Student Behaviour

1. Behaviour of concern:(value breach)
2. Continued behaviour of concern
3. Continued behaviour of concern

Response

Affirmative Statement / Redirection

Reminder

Student attends a re-set class to reset and reflect on their behaviour choices
Restorative conversation before re-entering the classroom

(NB: If a student refuses to attend a re-set class, they will be redirected to the reflection space.)

4. Behaviour Continues

Affective Interaction (**Warning**)

5. Behaviour Continues

Removal to Reflection Space.

Prior to re-entering the classroom, the student and teacher will participate in a restorative meeting.

If a student's behaviour requires them to be sent to the Reflection Space 2-3 times within a set period, the student will remain out of class until a formal conference occurs. This conference will include the student, parents or carers, the teacher, and the Deputy Principal.

Note: If a behaviour is considered '**High Harm**', which includes any actions that pose a potential risk of damage or harm to self, others, or property, the student will immediately be sent to the Reflection Space. In consultation with the Deputy Principal or Principal, the child will then be sent home and must attend a formal conference before rejoining the community.

Year 6-9

Student Behaviour

1. Behaviour of concern: (value breach)
2. Continued behaviour of concern
3. Behaviour continues
4. Continued behaviour of concern

Response

Affirmative Statement / Redirection

Reminder

Warning

Removal to Reflection Space.

Prior to re-entering the classroom, the student and teacher will participate in a restorative meeting.

If a student's behaviour requires them to be sent to the Reflection Space 2-3 times within a set period, the student will remain out of class until a formal conference occurs. This conference will include the student, parents or carers, the teacher, and the Deputy Principal.

Note: If a behaviour is considered '**High Harm**', which includes any actions that pose a potential risk of damage or harm to self, others, or property, the student will immediately be sent to the Reflection Space. In consultation with the Deputy Principal or Principal, the child will then be sent home and must attend a formal conference before rejoining the community.

High Harm

Serious Unacceptable, potentially harmful behaviour

High-Harm behaviours that potentially pose a risk of damage and/or harm to self, others and property.

Parents/caregivers will be contacted by leadership.
The Deputy Principal / Principal will facilitate a Formal Conference with students and parents prior to the student re-engaging with the community.

The Role of the Parent/Guardian

Parents/guardians have a crucial role in fostering positive relationships and supporting the Ready to Learn Framework. This involvement is consistent with the [Charter for Parents in SA Catholic Schools](#).

When a student's behaviour does not align with our Ready to Learn Framework, requiring attendance in a re-set class or the reflection space, the child's teacher will formally notify parents/guardians as soon as possible or within 24 hours.

Parents/guardians are expected to support the school's process by discussing the incident with their child, reinforcing the importance of adhering to the Ready to Learn Framework. Parents must understand that the school is managing the matter within its policies. This collaborative approach aims to help the child make positive changes and maintain a safe and respectful learning environment for all students.

We are committed to working collaboratively with parents and guardians to understand student behaviour, support positive changes, and maintain a safe and respectful learning environment for all students and their teachers.

This partnership involves open communication, collaborative problem-solving, and consistent support between home and school. The school and the family will keep all communication confidential and avoid blame.

Ready to Learn Expectations	Process
Classroom entry	<ul style="list-style-type: none">Students must be punctual and prepared.Students will line up to show they are ready to enter.Students will only enter the room when invited.Students will need to show they are regulated to enter the room.
Seating plan	<ul style="list-style-type: none">Each class will have a consistent seating plan.
Attention Signal	<ul style="list-style-type: none">Each staff member will use an agreed upon Attention Signal.This will be used to gain attention and re-focus students.
Learning Engagement	<ul style="list-style-type: none">Students are responsible for their choicesStudents will communicate with careStudents will work cooperatively and listen respectfullyStudents will be kind and contribute to a positive learning culture
Classroom exit	<ul style="list-style-type: none">All students must have completed an 'Exit Ticket' activity/task.All students must have a clean and clear learning area.The students will be invited to leave, collectively, in table groups, or one at a time.

READY TO LEARN INTERVENTION PROCESS: RECEPTION TO YEAR 9

Ready to Learn – Value Breach	Parent Response
Level 1 – Minor (Reminder) Not ready to Learn Behaviour	
Level 2 – Low Level (Warning) Refusal, Repeated and Unaltered Behaviour	
Student attends Re-set Class (R-5 Only) (Occurs after a student has already received a Reminder)	Parents/guardians are notified by the class / subject teacher. Parents to discuss with their child to support them in engaging with the Ready to Learn Framework.
Student attends the Reflection Space. (R-9) The Reflection Space is facilitated by a member of leadership who will support the students in reflecting on their behaviour and prepare them for the restorative conversation with their teacher.	Parents/guardians are notified by the class / subject teacher. Parents to discuss with their child to support them in engaging with the Ready to Learn Framework. This could include helping them to overcome any 'barriers' that are preventing the child from engaging with the Ready to Learn Framework.
Refusals, Repeated or Unaltered Behaviour (R-9) Student receives multiple Re-set class or Reflection Space visits for not adhering to the Ready to Learn Framework. Student refuses to follow the Ready to Learn Framework intervention process.	Parents/guardians are notified by the class / subject teacher. Parents to discuss with their child to support them in engaging with the Ready to Learn Framework. Repeated behaviour in attending the Reflection Space, leadership may notify parents/guardians.
Level 3 – Medium Level (Removal) R-9 Unacceptable / Harmful Behaviour	
Medium-level behaviours that don't follow the Ready to Learn Framework and have a medium level of risk to self, others and property. This includes deliberate inappropriate swearing and unsafe behaviour towards another.	Parents notified by Leadership. (Deputy Principal) Restorative conversation with leadership. Internal or external suspension for one day is possible.
Level 4 – High Level (Removal) R-9 Serious Unacceptable / Harmful Behaviour (Final Steps)	
High-level behaviours that do not follow the Ready to Learn Framework and have a high level of damage and harm to self, others and property.	
The education of these behaviours may look like:	
Parents notified by Leadership. (Principal) External—Internal support from the Deputy Principal / Principal, with a formal conference planned for those involved. Suspension days, internal or external, are discussed with the parent/guardian for up to 5 days.	

Suggested Resources / Policies and Documents

- Building Respectful Relationships: Behaviour Education and Student Behaviour Support: Policy and Procedure
- Building Respectful Relationships: Suspension and Cancelling Enrolment: Procedure
- St Joseph's School Personal Responsibility Procedure
- St Joseph's School Student Engagement Plan
- St Joseph's School Community Response and Resolution Procedure
- [Safe Environments for All](#)

Revision Record

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ST JOSEPH'S
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IN ALL THINGS KINDNESS

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We acknowledge the Ngarrindjeri people as the custodians of the Ngarrindjeri land, and that their cultural and heritage beliefs are still as important to the living Ngarrindjeri