



Behaviour Education and Personal Responsibility Policy and Guidelines

Rationale

Our community IHM, as part of CESA schools values an inclusive, positive and restorative approach to student support. We are entrusted to nurture and support students in a safe, joyful and welcoming environment that is grounded in our Catholic faith in which hope, justice, love, connectedness and inclusivity are key values.

This Policy is framed within the Vision Statement for Catholic Schools and focuses on enhancing a positive school ethos and promoting effective learning by providing clear expectations and procedures.

Aims

At IHM we aim to:

- Provide a safe and caring environment in which all students can develop spiritually, socially, emotionally, academically and physically
- Provide guidelines for fostering and maintaining student management and countering bullying, violence and harassment
- Provide logical and consistent procedures to be applied across the whole school.
- Provide relevant and appropriate learning opportunities.

Practice

At IHM we:

- Use a system of shared understanding, common practices and consequences for both responsible and irresponsible behaviour, through cooperative negotiation by staff, students and families. This is represented in the Behaviour Chart and Expectations displayed in all areas of the school.
- Integrate explicit teaching, modelling, practice and acknowledgement of social and emotional competencies as part of the core curriculum.
- Establish, develop and manage teaching and learning environments in which students learn to act with respect towards themselves and others and their environment.
- Implement behaviour related policies and practices that include both prevention and intervention practices. These practices and programs will take into account support structures and initiatives for all students including targeted intervention programs and intensive behaviour programs.
- Involve students, staff and families in the development of policies to maintain the safety and wellbeing of all.
- Provide ongoing professional learning opportunities for staff in behaviour related education.
- Respond to issues at the earliest opportunity, consistently and with regard to the uniqueness of each situation, the stage of development and the opportunities for continued growth in developing personal and social responsibility of those involved.

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Rights and Responsibilities

At IHM every person has a fundamental right to feel safe and be treated with dignity and respect. It is the responsibility of every person to respect and support the basic rights of others.

Responsibilities of Students

- Respect themselves, others, the environment and property
- Keep safe
- Build community
- Participate in all school activities to the best of their ability
- Be involved in deciding the class's expectations of behaviour and the consequences of responsible and irresponsible behaviour
- Be aware of, and take responsibility for, their own behaviour choices.

Responsibilities of Parents

- Be a positive role model for your child always treating others with dignity and respect
- Communicate clearly and appropriately to teachers when concerns arise
- Support school staff in maintaining a safe and supportive learning environment for all students
- Support school staff in following up any irresponsible behaviour by reinforcing and practising strategies provided by the school
- Share pertinent information with the school staff to ensure transparent collaboration.

Responsibilities of Staff

- Model and teach values of reconciliation hope, justice, love, connectedness, inclusivity and respect
- Create a safe, caring and inclusive learning environment
- Assist students to participate meaningfully in the development of class expectations, based on the IHM Behaviour Chart and encourage involvement in decision making in relation to rights, responsibilities and logical consequences
- Be aware of the impact their behaviour has on others, and take responsibility for their own behaviour choices
- Participate in the development, implementation and review of the school's policy
- Reinforce rules, boundaries and respectful behaviours
- Respond to unacceptable behaviours according to school guidelines
- Be aware of relevant policies such as Duty of Care and legal obligations.

Responsibilities of Teachers

- Ensure that curriculum and teaching methodologies and pedagogies are relevant, engaging and promote successful learning outcomes for all students
- Proactively teach social skills, wellbeing and PERMA and conflict resolution skills as part of the curriculum
- Maintain learning and development in contemporary understandings and practices relating to behaviour education and the development of personal responsibility
- Develop and implement appropriate intensive behaviour programs and plans with Leadership and parents according to individual student needs.

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Responsibilities of Leadership

- Ensure values of justice, reconciliation hope, love, connectedness, inclusivity and respect are modelled and taught
- Ensure rights of teachers to teach and students to learn in a safe, caring learning environment
- Ensure that curriculum, teaching methodologies, school structure and practices are relevant and promote successful learning outcomes for all students
- Involve staff, students and families in the development, implementation and review of the school's policy
- Ensure all members of the school community are aware of the expectations and consequences of responsible and irresponsible behaviour
- Support students, families and teachers to reconciliation through restorative practices
- Provide opportunities for training and development in contemporary behaviour education practices
- Utilise outside agencies and allied health providers to support staff and families in the effective support of students
- Be aware of and use relevant policies and legal obligations.

Related Documents

IHM Bullying Policy
IHM Student Grievance Policy
CESA School Duty of Care Policy (draft) 2015
Bullying No Way
PERMA

Support Documents

The Way to A
Zones of Regulation
What's the Buzz
Child Protection Curriculum
Who's the Boss
IHM SEL document
Restorative Practice

