



## **FRANCES PRIMARY SCHOOL** **PERSONAL RESPONSIBILITY POLICY**

The purpose of this policy is to outline the position of Frances Primary School in relation to Student Personal Responsibility and provide guidance for school procedures in this area. It aims to promote productive behaviours and prevent unproductive behaviours, to create a safe and supportive environment which enhances learning.

At Frances Primary our intention is to provide students with a secure environment where quality relationships are central to wellbeing with diversity valued. Achievement is celebrated within an enjoyable learning environment.

Frances Primary is committed to the development of Student Personal Responsibility that:

- Ensures all community members feel safe and supported in an environment that promotes learning.
- Respects the rights of students to learn and teachers to teach.
- Recognises that positive student behaviour is founded in inclusive and engaging curriculum and respectful relationships between all.
- Provides students with explicitly taught, and consistently applied expectations that prioritises learning.
- Acknowledges that individuals must accept responsibility for their choices according to their age, developmental level and specific individual needs.
- Respects the position, role and responsibilities of staff.

This policy provides the framework for the development of school procedures that:

- Respect the dignity and rights of each individual.
- Promote school pride through valuing and nurturing positive and respectful relationships.
- Are actively connected to students and families.
- Are reviewed in consultation with students, staff and families to ensure shared ownership and accountability.

# PERSONAL RESPONSIBILITY PROCEDURES

At the heart of our School Vision is an  
Inclusive, Respectful Community

We hold each other accountable to this commitment by:

- Demonstrating respect for each person in our school
- Showing respect for the school's environment and facilities
- Demonstrating quality relationships where no words or actions can hurt or cause harm.
- Demonstrate a willingness to restore relationships that become damaged by reflecting on our words and actions and recognising the impact our choices have on others.
- Show an active commitment to learning, working towards learning goals, striving to achieve our own level of personal excellence.
- 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.

## Relationships

To create and maintain productive learning spaces, school staff, students and parents recognise the importance of maintaining and building strong positive relationships across the school, understanding the impact of our behaviour on others.

Unproductive behaviours impact on everyone else in the learning environment. In order to support students to recognise their personal responsibility, unproductive behaviours inside and outside the classroom will be identified and addressed.

Due to the impact unproductive behaviours have on relationships, change needs to be affected because others have been hurt.

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 learn in a safe environment.

Students are expected to adhere to teacher and whole school expectations and to engage in learning respectfully and cooperatively with their classmates. Unproductive behaviours such as causing harm, disruption or disrespect, leads to the teacher using affective statements to support students to identify and correct harmful behaviours. Student behaviour is redirected. When inappropriate behaviour persists, warnings are given. The aim at each step is de-escalation.

# **PERSONAL RESPONSIBILITY PROCEDURES**

<b>CLASSROOM &amp; PLAYGROUND</b>
<b>1. Informal conversation between student(s) and staff member.</b>
<b>2. Impact of behaviour and consequence identified.</b>
<b>3. Reflection time on dedicated seat.</b>
<b>4. Restoration of relationships and return to class/play.</b>

The four step process will be skipped in the event of:

**Verbal Assault (including swearing)**

**Physical Assault**

**Bullying**

**Leaving School Grounds**

**Threatening Safety or Wellbeing**

**The principal or their delegate withdraws the student from the class or playground. The incident will be recorded, families notified and details entered on EDSAS. In extreme cases, student behaviour may result in Suspension or Exclusion as per Department for Education SEE procedures.**

**Serious breaches that diminish the school's duty of care will be responded to more directly and immediately and may include police involvement.**