



St Joseph's Memorial School Personal Responsibility Policy

St Joseph's Memorial School works in partnership with staff, students, parents and the wider community to support students to thrive as responsible learners who are empowered to build and sustain positive relationships as 21st Century citizens.

We provide students with opportunities and experiences that foster their spiritual, physical, emotional, social and intellectual growth as well as their ability to recognise and value safe and positive relationships. We want our students to be capable learners and leaders for the world God desires.

At St Joseph's Memorial School, we aim to provide a supportive, caring and safe environment for teaching and learning. Our aim is to challenge students to create a better world through the way they relate to other people.

Guided by the CESA documents:

- Building Respectful Relationships: Behaviour Education and Student Support – Procedure 2019

<https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-31742/Building+Respectful+Relationships+Behaviour+Education+and+Student+Behaviour+Support+Procedure.pdf> and

- Building Respectful Relationships: Behaviour Education and Student Support – Policy 2019 <https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-31741/Building+Respectful+Relationships+Behaviour+Education+and+Student+Policy.pdf>

The purpose of this document is to:

- Raise awareness for all community members as to the procedures St Joseph's Memorial School Community follow to support students build positive relationships and use effective strategies to resolve issues related to Grievances, Harassment or Bullying.
- Ensure consistency in the implementation and enforcement of the policy across both sites subject always to the school's discretion.

It should be read in conjunction with the CESA documents above.

Pope Francis reminds us in his quote on 24 January 2016: *'...courage is needed to guide people towards processes of reconciliation. It is precisely such positive and creative boldness which offers real solutions to conflicts and the opportunity to build lasting peace. "Blessed are the peacemakers, for they will be called children of God" (Mt 5:7-9)'*

What is a Grievance?

A grievance is a concern or reaction to an incident, that results in someone seeking support e.g. student talking to a teacher.

What is Harassment?

Harassment is behaviour that is unwelcome and causes someone to feel sad, uncomfortable, afraid or upset.

What is Bullying?

Bullying is any behaviour (normally repeated) that is directed towards someone to cause harm or distress e.g. physical, verbal, social or online (also known as cyber-bullying).

Verbal

Name calling, teasing, putting someone down, threatening to cause someone harm.

Physical

Poking, hitting, punching, kicking, spitting, tripping or pushing someone, breaking someone's things, pulling faces or making rude hand signals.

Social

Lying, spreading rumours, playing horrible jokes, leaving someone out on purpose, embarrassing someone in public.

Cyberbullying

Using technology to hurt someone else by sending hurtful messages, pictures or comments.

Rights and Responsibilities

At SJMS all members of the community have the right to a safe learning environment and a clear understanding of the responsibilities that come with this.

Students

Rights

- To work in a safe, caring Christian environment based on the Gospel values of justice, reconciliation and respect for human dignity.
- To be respected and supported in their learning.

- To access a relevant curriculum.
- To work in a safe and clean environment.
- To be guided to a greater understanding in relation to rights, responsibilities and consequences.
- To be involved in decision making, when appropriate.
- To attend the school, free from bullying and harassment.

Responsibilities

- To be aware of, and take responsibility for, their own behaviours and choices.
- To respect and support the rights of other students, staff and themselves and participate fully in the teaching and learning process.
- To acknowledge and respect individual differences.
- To practise strategies that build resilience.
- To ensure that students are not bullied or harassed.

Staff

Rights

- To work in a safe, caring Christian environment based on the Gospel values of justice, reconciliation and respect for human dignity.
- To be respected as professionals within the community.
- To access professional development.
- To be supported by parents.
- To deliver an effective teaching program.
- To respect and maintain a safe and clean environment.

Responsibilities

- To model and teach values of justice, reconciliation and respect.
- To maintain ongoing communication with parents.
- To teach for and about diversity.
- To create a safe and caring learning environment.
- To support the grievance, anti-bullying / harassment procedures.
- To explicitly teach how to:
 - define grievance, harassment and bullying,
 - act responsibly as a bystander,
 - apply the S.A.F.E. intervention Strategy,
 - strengthen resilience and resolve incidents.

- To use Restorative conversations to support students.
- To document all incidents for student folders.
- To use their best endeavours to ensure that the school is free from bullying and harassment.

Leadership Rights

- To work in a safe, caring Christian environment based on the Gospel values of justice, reconciliation and respect for human dignity.
- To be respected as professionals within the community.
- To access professional development.
- To be supported by parents.
- To deliver an effective teaching program.
- To respect and maintain a safe and clean environment.

Responsibilities

- To ensure a safe learning environment is provided.
- To provide resources, training and professional collaborations for staff.
- To implement the grievance, harassment and anti-bullying procedures.
- To ensure investigation, mediation and reconciliation processes are in place.
- To ensure correct procedures and documentation have been maintained.
- To use their best endeavours to ensure that the school is free from bullying and harassment.

Parents Rights

- To be welcomed and acknowledged as part of the school community.
- To be informed and invited to participate in their child's education.
- Have the right to be heard in relation to any incidents of bullying and/or harassment and/or any grievance.
- To express genuine concerns via the appropriate channels.

Responsibilities

- To support the building of a Christian school community.
- To model respectful behaviours.
- To have access to and support the school's policy and procedures regarding grievance, harassment or bullying.
- To encourage their child to communicate any incidents immediately with the classroom teacher or teacher on duty and the leadership of the school.
- To work in partnership with the classroom teacher to promote reconciliation and ensure that the dignity of each person is preserved.

Learning at St Joseph's Memorial School will include Keeping Safe Child Protection Curriculum, Crossways, Made in the Image of God (MITIOG) and integration of the Australian Curriculum: Personal and Social Capabilities. At SJMS we will align learning and student behaviour support programs within the charism and values of our community.

At all year levels and at the beginning of every year, learning will specifically address:

- Child safety, bullying and cyber bullying prevention.
 - The development of respectful relationships.
 - S.A.F.E Interventions Strategy
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- Social Emotional Learning (SEL)

St Joseph's Memorial School aims to be proactive in implementing measures to reduce and prevent instances of grievance, harassment and bullying in our school.

In class, students are explicitly taught and are provided with opportunities to practise the S.A.F.E Intervention Strategy. This strategy supports students to successfully access the intervention process and resolve grievances, harassment or bullying related incidents.

S.A.F.E Intervention Strategy

S.A.F.E Intervention Strategy applied by students at Bridge Street:

Tell the person to:

1. Stop the action or behaviour causing the issue
2. Ask a friend for help
3. Find a teacher together
4. Explore our choices

S.A.F.E Intervention Strategy applied by students at William Street:

1. State that we do not tolerate such behaviour at SJMS
2. Ask a friend to be by your side as a witness and support
3. Find a teacher together and explain the incident
4. Explore all options for resolving the incident

Restorative Conversations

Restorative Conversations or Restorative Practice is a strategy used if appropriate, at SJMS, that seeks to repair relationships that have been damaged.

It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

A restorative conversation has four parts:

1. An introduction (by the facilitator)
2. The conversation (between those in conflict)
3. A conclusion (by the facilitator)
4. The Agreement (between those in conflict)

Examples of Restorative Conversations

The Introduction

The teacher:

1. Thanks participants (it is **voluntary**)
2. Explains that it is not about **blame** and there is no punishment at the end
3. There is a problem between those in conflict. The teacher is there to **guide** the conversation
4. Reminds participants that only one person speaks and the other listens, **each** will have an opportunity to speak
5. At the end there is either an apology or an agreement.

The Conversation (the script)

1. What happened?
2. What were you thinking at the time?
3. Who has been affected by what you did and how?
4. Could you have handled it another way?
5. What do you think needs to happen to make things better?
6. What would be a reasonable consequence if you did not keep to the agreement?

The Conclusion (the script)

1. Thank both people for their participation and **affirm** their efforts to resolve their conflict
2. Apology between those in conflict or
3. **State** the agreement
4. **Record** the agreement
5. State the **monitoring** process or offer continued support

The Apology (Grievance)

1. Students to apologise for their behaviour
2. See notes below on building an apology and the reply.

The Agreement (Harassment / Bullying)

1. Who is **involved**
2. The **incident**
3. The **date** of restorative conversation
4. Have all involved **sign** it
5. Keep it on **file** (scan and save to Wellbeing File)
6. **Monitoring**

Building an apology

1. The first sentence should **describe** what was said or done that was wrong
2. The second sentence **explains** why it was wrong (how it affected you/school rule)
3. The third sentence states what choice **should** have been made or **will** be made next time

The reply

When responding to an apology, something similar to the words below should be used: 'Thank you for your **apology**. I didn't like it when you **snatched** my truck. I felt **sad**.'

Withdrawal from Classroom or the Yard

There are some incidents where a Restorative Conversation may not work or behaviour warrants intervention by a member of the Leadership Team.

- Swearing at a teacher or student in anger
- Defiance of a reasonable request from a staff member
- Repeated refusal to work or behaviour hindering others from working
- Unsafe behaviour
- Bullying and harassment
- Violent behaviour

- Defiance of a reasonable request from a staff member
- Any other anti-social behaviour

If an incident occurs late afternoon, the student will be withdrawn from class until recess the following day subject to the discretion of the school.

When a child is removed from the class by the Leadership Team, parents or caregivers will be contacted by the Classroom Teacher / Leadership to explain the circumstances. Any repeat of the behaviour may require parents to collect their child from school.

Return to the classroom after withdrawal due to internal suspension should in most instances begin with a Restorative conversation between persons involved.

Return to the classroom after external suspension may require a Restorative / re-entry conversation with a member of the Leadership team, teacher and parent at the discretion of the school.

Serious incidents may result in further action including expulsion and this would be in accordance with CESA guidelines.

CRITICAL INCIDENTS

1. If a child poses a threat, classroom or yard removal must be immediate, if possible with a request to the Admin Personnel for assistance.
2. Admin Personnel will contact Principal, APRIM or Teacher in Charge.
3. If the child refuses to accompany the member of staff, the parents will be notified to immediately collect their child.
4. If an incident occurs in the classroom, the class teacher will remove the rest of the class until the classroom is safe.
5. Notification of the Police if required.

Recording Incidents

When should a Behaviour Incident be Recorded?

Records must be kept for...

- Class incidents which result in the child not remaining in their classroom
 - Removed from room
 - Sent to buddy class
 - Sent to Principal / member of Leadership Team
- Yard incidents reported by duty teacher: fighting, bullying, swearing, harassment.
- Any critical incident.

Who records and files the incident?

- The person who dealt with the incident will record the incident in the child's well-being file. (Incidents usually involve more than one child. The same report can be copied into all the files of students involved.)

- Incidents referred to Principal / Leadership Team will be recorded.
- Temporary Relief Teachers (TRT) dealing with incidents will record information in writing for the class teacher who will then enter information to the well-being file.

Appendix 1: Meanings of Terms

Bullying

From: <https://antibullyingsoftware.com/the-definition-of-bullying-for-kids/>

Bullying is unwanted, behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.

To put this into a more kid-friendly definition of bullying, you could say that:

Bullying is when you keep picking on someone because you think you're cooler, smarter, stronger or better than them.

Types of Bullying Behaviour

There are many different types of bullying:

Verbal

Name calling, teasing, putting someone down, threatening to cause someone harm.

Physical

Poking, hitting, punching, kicking, spitting, tripping or pushing someone, breaking someone's things, pulling faces or making rude hand signals.

Social

Lying, spreading rumours, playing horrible jokes, leaving someone out on purpose, embarrassing someone in public.

Cyberbullying

Using technology to hurt someone else by sending hurtful messages, pictures or comments. "A study reported 1 in 4 Australian students experience bullying.

SEL

Appendix 2: Useful Websites and Resources

Social Emotional Learning Online Resources

Resilience, Rights and Respectful Relationships, P – Year 12 Curriculum, Victorian Govt, Education and Training

<http://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=2JZX4R>

Social and emotional learning (SEL) can help students learn the competencies and skills they need to build

resilience and effectively manage their emotions, behaviour and relationships with others.
(from Victorian Govt, Education and Training)

Bullying websites

<https://bullyingnoway.gov.au/>

Bully Stoppers – Includes, Bullying, Racist Bullying and Cyber Bullying, Victorian Govt, Education and Training

<https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx>

Cyberbullying – Australian Government website

<https://www.esafety.gov.au/>

Kids Helpline

<https://kidshelpline.com.au/kids/issues>

Stop Bullying – American Website

<https://www.stopbullying.gov/what-is-bullying/index.html>

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