



POLICY FOR THE DEVELOPMENT OF PERSONAL RESPONSIBILITY

CONTEXT

Sacred Heart College is a senior secondary Catholic college formed in the tradition of St Marcellin Champagnat. It is particularly mindful of the need to 'create an encouraging and friendly environment' where a young person 'develops a sense of personal and collective responsibility'.

PRINCIPLES

The policy is based on a number of over arching principles:

- that all students have a right to learn and need to respect the rights of others to learn
- that positive and responsible student behaviour are essential to the smooth running of the school, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment
- that behaviour (and the consequences associated with behaviour) is the result of personal choice

AIMS

The Policy for the Development of Personal Responsibility at Sacred Heart College aims:

- to create an environment in which students can develop their potential socially, culturally and spiritually as well as academically
- to encourage students to respect and support the rights of other students, staff and themselves to participate fully in the teaching and learning processes
- to enlist the support of parents/caregivers to help their young people to respect and support the rights of others and, as role models, to nurture the young person's personal growth in self discipline
- to provide a sequence of consequences for inappropriate behaviour that encourages students to develop a sense of accountability and personal responsibility for their own behaviour

GENERAL CODE OF CONDUCT

Sacred Heart College is a community. All members of the College community seek to:

- acknowledge and respect the rights for students to learn, while developing a sense of responsibility for their own behaviour
- value individual and group achievement in all aspects of life and celebrate success
- promote the benefits of helping and working cooperatively with others
- provide a safe, caring and orderly working environment which supports learning

STUDENT CODE OF CONDUCT

The general code of conduct implies that all students have the right to:

- feel safe and to be treated with understanding
- be treated fairly and with respect
- expect property to be safe
- benefit from the good name of the College
- have the opportunity to learn

The following responsibilities support these rights:

- treat others with respect, fairness and courtesy, and not hurt others
- respect the position and authority of staff
- care for school property and respect for the property of others
- wear the school uniform and behave in a manner that brings credit upon self, family and school
- respect the right of others to learn and teachers to teach
- uphold the Code of Conduct

PROCEDURES

SUMMARY OF SCHOOL EXPECTATIONS

The Learning Environment

Students are expected to:

- allow teaching and learning to occur and follow reasonable instructions
- participate fully in the learning program
- attend all classes, be on time and be properly prepared for work

See Truancy, Attendance, Disruptive Behaviour, Academic Integrity, Punctuality

Treatment of Others

Students are expected to:

- show consideration for all members of the school community and ensure that their words and actions cause no harm or offense
- behave in a manner that is not violent or aggressive
- be respectful of others' differences

See Aggressive Behaviour

Personal and School Property

Students are expected to:

- look after their own property, the property of others and of the College
- use their assigned locker for the storage of personal items

See Student Bags, Vandalism & Graffiti

Safety and Environment

Students are expected to:

- conduct themselves in ways that are not disruptive or unsafe for themselves & others
- refrain from using or possessing alcohol, tobacco, illegal substances or dangerous items
- respect the integrity of the school environment by not littering, graffitiing, or engaging in reckless driving

These expectations apply at all school activities and at all times when students are identifiable as members of the school community

See Aggressive Behaviour, Litter, Mobile Phones, Oval at Lunch, Personal Audio Devices, Student Drivers, Alcohol, Tobacco and Illicit Drugs

Person and School's Public Image

Students are expected to:

- comply with the school's uniform code and the guidelines regarding jewellery and grooming
- accept responsibility for maintaining school standards of behaviour whilst on campus, on public transport or in other public places

See Grooming & Jewellery, Uniform

STAFF ROLES & RESPONSIBILITIES IN THE MANAGEMENT OF THE POLICY FOR THE DEVELOPMENT OF PERSONAL RESPONSIBILITY

The SACCS policy for the Development of Personal Responsibility outlines the responsibilities for all members of the College community. These are assumed in the College policy and further, more specific duties are set out below

Homeroom teachers have a responsibility to:

- be a role model for all members of the community by treating others with respect
- implement the College policy in a fair, responsible and consistent manner
- offer advice to students about school expectations, behaviour and relationships with others
- maintain oversight of standards of student dress and grooming
- promote efficiency and punctuality in students as they carry out school routines
- check that students are using their diaries correctly

Classroom teachers have a responsibility to:

- be a role model for all members of the community by treating others with respect
- implement the College policy in a fair, responsible and consistent manner
- develop a classroom management plan for each class they teach
- attend all timetabled lessons punctually and to complete classroom tasks promptly

Pastoral Care Coordinators have a responsibility to:

- be a role model for all members of the community by treating others with respect
- implement the College policy in a fair, responsible and consistent manner
- support classroom teachers by following up sustained classroom misconduct as described in the College policy
- maintain records of student misconduct as necessary

Heads of Learning Area have a responsibility to:

- be a role model for all members of the community by treating others with respect
- implement the College policy in a fair, responsible and consistent manner
- support classroom teachers by following up sustained misconduct regarding matters of curriculum as described in the College policy
- liaise with Pastoral Care Coordinators regarding the maintenance of records of student misconduct

Members of the School Executive have a responsibility to:

- be a role model for all members of the community by treating others with respect
- maintain and support the College policy
- implement the College policy in a fair, responsible and consistent manner
- be involved in the management of instances which may involve suspension or expulsion or may require the notification of police
- support Pastoral Care Coordinators and Heads of Learning Areas with persistent breaches of the policy by students

SUPPORT STRUCTURES

In addition to this document Sacred Heart College has developed a number of supplementary procedures which also relate to the development of personal responsibility.

They include:


- Academic Integrity
- Aggressive Behaviour
- Alcohol, Tobacco & Illicit Drugs
- Attendance
- Bullying and Harassment Policy
- Disruptive Behaviour
- Grooming and Jewellery
- Litter
- Mobile Phones
- Oval use at lunch time
- Punctuality
- Sexual Harassment Policy – Marist Brothers Southern Province 2004
- Student Bags
- Student Drivers
- Truancy
- Vandalism and Graffiti



Copies of these policies are available from the College upon request.

The College also has a comprehensive welfare support structure which provides a confidential counselling service and support for students and parents outside the classroom.

No matter how well placed the school is to provide support for young people there may be cases where further support will be needed. The following community agencies may be useful resources in these cases:

Access Programs
33 Wakefield Street,
Adelaide SA 5000
 1800 812 300

Child and Adolescent
Mental Health Services
(CAMHS)
Level 8 The Tower
Marion Shopping Centre
 8298 7744

Marion Youth Centre
 8377 1055
 8375 6063

A more detailed statement of the policy including levels of intervention is available on the school Intranet or can be obtained from the College upon request.

Approved on February 2010

Review date February 2013