

TENISON WOODS CATHOLIC PRIMARY SCHOOL

Development of Personal Responsibility Policy

Date Ratified: June 2017

Date for Review: June 2020



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VISION STATEMENT

Tenison Woods Catholic School is a faith filled community with a commitment to:

INSPIRE, INNOVATE and EXCEL

RATIONALE

At Tenison Woods Catholic School, we have a clear commitment to building a community in which everyone feels safe based on the beliefs that:

- We are all created in the image of God.
- We all have the right to feel safe.
- We all have the right to feel supported.
- We all have the right to feel respected.
- We all have the right to learn and work in a safe environment.
- We all have the responsibility to keep ourselves and others safe.
- We all have the responsibility to respect ourselves, others and the property of others.

At Tenison Woods Catholic School we are committed to:

- providing a safe, secure and supportive learning environment where we prepare students to be pro-active regarding their own safety
- providing a community where all are treated with equity and dignity
- taking every report/incident seriously

Achieved through:

- Child Protection and Well Being programs
- integration of **principles of** *Choice Theory*, *Positive Education* and *Restorative Conversations*
- intervention and procedures to manage bullying and harassment incidents
- training of all staff pertaining to intervention methods and procedures to manage incidents in line with WHS protocols

PURPOSE

Our aim at Tenison Woods Catholic School is to equip the students to be able to self-manage themselves in order to become lifelong learners. Learning experiences and opportunities at Tenison Woods Catholic School are to be aligned with our *Competencies* and, our chosen wellbeing program; these include *Theoretical Base* (Choice Theory), and our adopted psychological base, *Positive Education*. Tenison Woods Catholic School is guided by research pertaining to neuroscience, education and psychology.

SCHOOL BASED

Competencies:

- Thinking & Questioning
- Identity
- The Language of Learning
- Managing Self
- Connecting & Reflecting
- Collaboration

THEORETICAL BASE

Choice Theory:

Personal Responsibility

- the only person whose behaviour we can control is our own
- all we can get from other people is information. How we deal with that information is our choice
- I am responsible and accountable for my own actions

Basic Needs

All human beings are driven by the following 5 genetic needs:

- love and belonging
- power
- fun
- survival
- freedom

Dr William Glasser's *Basic Needs*

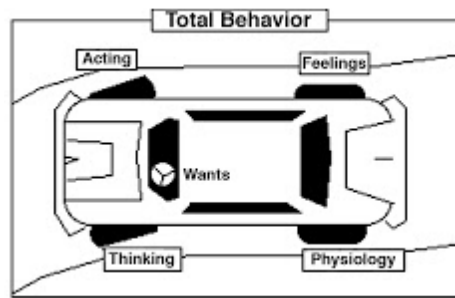
				
Love & Belonging	Power	FUN	Survival	Freedom
<ul style="list-style-type: none"> ✓ belonging ✓ being loved ✓ being respected ✓ friendship ✓ sharing ✓ cooperation 	<ul style="list-style-type: none"> ✓ recognition ✓ success ✓ importance ✓ achievement ✓ skills 	<ul style="list-style-type: none"> ✓ enjoyment ✓ laughter ✓ learning ✓ change 	<ul style="list-style-type: none"> ✓ health ✓ relaxation ✓ sexual activity ✓ food ✓ warmth 	<ul style="list-style-type: none"> ✓ choices ✓ independence ✓ freedom from ✓ freedom to

Total Behaviour

Made up of four inseparable components:

- acting
- thinking
- feeling
- physiological

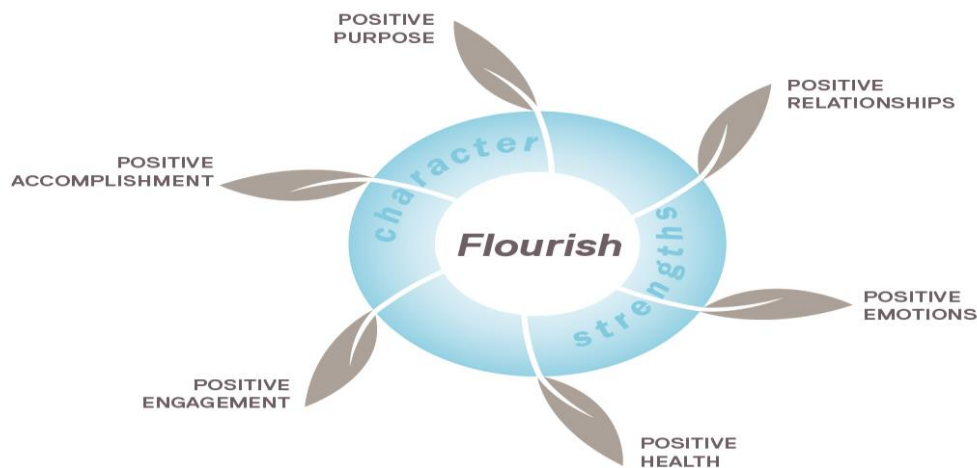
All behaviour is chosen, but we only have direct control over the acting and thinking components. The choices we make in our thinking and acting affect our feeling and physiology.



All we can give another person is information. We can't make them think, feel, do, or physically react in a certain way. We can only offer, suggest, model, or try to force and manipulate, but at the end of it, they will have the choice whether to do it or not.

PYSCHOLOGICAL BASE

Positive Education:



Flourishing

Flourishing refers to the experience of life going well – when we are feeling good and functioning effectively (Huppert & So, 2012; Seligman, 2011). This can be summarised as ‘feeling good and doing good’. The aim of all of the work the students undertake in Positive Education at TWCS is to flourish.

Character Strengths

Character strengths are ways of thinking, feeling, and behaving that come naturally and easily to a person and that enable high functioning and performance.” (Linley, 2006)

At TWCS we use the 24 VIA (Values in Action) Character Strengths as a common language to describe positive human qualities that are universally valued and exist with each and every person. When these human qualities are actioned, they contribute to living a good life. The students are explicitly taught the character strengths and develop an understanding of their own strengths and how to utilise them in a variety of ways that builds confidence and competence.

SIX DOMAINS OF WELL BEING

Positive Relationships

Increasing social and emotional skills in order to create and promote strong and nourishing relationships with self and others.

Positive Emotions

Experiencing a broad range of positive emotions and developing skills and knowledge to anticipate, initiate, experience, prolong and build positive emotions.

Positive Health

Practising sustainable habits for optimal physical and psychological health that are developed from a sound knowledge base.

Positive Engagement

Promoting complete immersion in activities through understanding the nature of engagement, the pathways to it and the function it has in individual wellbeing.

Positive Accomplishment

Developing individual potential through striving for and achieving meaningful outcomes.

Positive Purpose

Understanding, believing in and serving something greater than yourself and deliberately engaging in activities for the benefits of others.

IMPLEMENTATION

Class based lessons on Personal Responsibility and *Positive Education* are taught through the school to facilitate and strengthen the children's ability to be responsible, self-managed individuals and learners, to support them in understanding how people are motivated and why they behave as they do.

Individual children's needs are assessed by their class teacher with input from the student, parents, other staff and significant others (as appropriate with parental consent).

A range of support services will be utilised to meet the needs of individual children. These include one-on-one discussions, either from school staff or from a professional external counsellor when recommended, external professional support services such as paediatricians, psychologists and occupational therapists. Additionally, we employ Personal Learning Plans (PLP's) for students who require them.

We understand that at times children will display inappropriate or unhelpful behaviours.

In the event that a child makes an ineffective choice, we will deal with the situation with actions ranging from minimal teacher control to maximum teacher control, depending on the nature of the behaviour. Most often, a simple, friendly re-direction for the child to make a better choice is all that is needed. In the event that a student is unable to make adjustments to their behaviour they may be directed to the '*Connecting Room*'. This is a quiet space in the Administration Building, and where the child and leadership/teacher have a guided restorative/reflective conversation. These reflections are subsequently emailed to families on the day in order to ensure that parents are completely aware that their child was withdrawn from either displayed inappropriate or unhelpful behaviour either in the class or yard.

Choice Theory provides us with “Seven Connecting Habits” and “Seven Controlling Habits” that affect our important relationships with others. As you might guess, underlying these habits is the extent to which you are attempting to *control* others with your behaviours.

What’s My Choice?

Connecting Habits	Controlling Habits
<ul style="list-style-type: none"> ● Listening ● Supporting ● Encouraging ● Negotiating ● Respecting ● Accepting ● Trusting 	<ul style="list-style-type: none"> ● Blaming ● Criticising ● Complaining ● Nagging ● Rewarding to Control ● Threatening ● Punishing

Other strategies include:

- Support from an adult or from a student
- A longer discussion with the child or children to reiterate student’s responsibilities and the behavioural expectations. Further to this, identify more appropriate and helpful choices / strategies they can make and discuss ways to repair a fractured/broken relationship
- Appropriate one-on-one discussion opportunities
- Personal Learning Plans (PLP’s)
- External ‘specialist’ support services such as health professionals / Catholic Education Office personnel

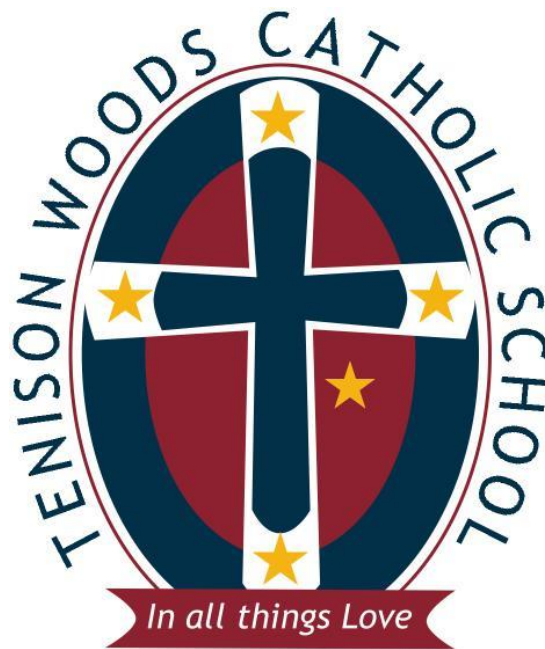
We encourage our learners to use the following self-evaluation / reflection questions when situations or relationships are not going well:

- What did I do or say?
- How did my actions help or hinder the situation?
- Was I displaying controlling or connecting habits?
- What are some other things I could do to get what I want?
- What is my plan moving forward?
 - What is my strategy to change my behaviour and what I would do differently?
 - How am I going to make things right to restore the relationship?

PERSONAL RESPONSIBILITY PROCESS

Learners at Tension Woods Catholic School will receive an initial reminder from staff identifying an inappropriate choice. When a student continues to make inappropriate choices that prevent themselves and/or others from learning, teachers from teaching and others from being safe, staff will employ the following co-management strategies.

1. Re-direct the child to an alternate location in the classroom
2. If the behaviour is extreme; the child will be sent to the connecting room
3. a. Leadership will facilitate a reflective/restorative process for the child to reflect on their behaviour and to write a plan for self-management.
b. Reflection discussion/plan is emailed home to parents the same day.
c. These incidents are recorded on the school database.
4. Over the course of one term if a child is required to visit the 'connecting room' 3 times; Leadership will facilitate a discussion with parents to establish a re-entering plan.
5. After the re-entry plan, if a child continues to display inappropriate choices and cannot self-manage, then we align our program to the CESA guidelines for possible suspension/s.



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Tenison Woods Catholic Primary School
68 Brooker Tce, Richmond S.A. 5033

Ph: (08) 8131 7900

Email: info@twcs.catholic.edu.au

Web: www.twcs.catholic.edu.au