



# West Moreton Anglican College

## Policy & Procedures: 2.17

### Respect & Responsibility

This document outlines the policy and procedures associated with the Respect and Responsibility Behaviour Management Program in place at West Moreton Anglican College.

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#### Parent Policy

2.0	Pastoral Care Strategic Policy
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#### Referenced Policies and Procedures


Z:\College Policies & Procedures\MASTER COPIES\Master Copies Series 2 Pastoral Care\2.17 Respect & Responsibility.doc

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## **1.0 Introduction**

The College's approach to student management is based upon the right of the individual to be treated with respect. There are three key elements in this approach:

- All participants in the process have rights.
- All participants work within negotiated rules.
- All participants adopt a set of responsibilities that lead toward self control and personal accountability (taking into account the age of the child).

Out of these elements the Respect and Responsibility (R & R) Program has been developed. The criteria used in each sub-school for the Respect and Responsibility Program vary slightly in an attempt to be age appropriate.

However, irrespective of the sub-school and criteria used, the Respect and Responsibility Program involves a detailed monitoring of student behaviour, values and standards and ongoing record keeping ensures that each student's progress is kept up to date.

Overall, the program is designed to:

- Clearly articulate the behavioural expectations required of students.
- Provide opportunities for explicitly teaching appropriate behaviour/ social skills to students.
- Focus on proactive rather than reactive strategies.
- Provide various opportunities to reward students who consistently maintain a satisfactory and higher standard of behaviour.
- Clearly articulate consequences for inappropriate behaviour.

## **2.0 Policy**

As per the name of the program, the Respect and Responsibility Program has two main tenets; namely that of respect and also, responsibility.

The tenet of respect includes:

- Respecting the right of every individual to feel safe.
- Respecting the right of every individual to learn.
- Students respecting themselves by giving their best in academic, sporting and cultural pursuits.
- Respecting the rules that are negotiated within the College environment.
- Respecting the physical and natural environment.

The second foundation stone of the program is for students to take responsibility for their own actions and to develop an understanding of having a responsibility towards others and the College community. This includes:

- Accepting responsibility for actions which may cause hurt to others and seeking to make amends when necessary.

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- Taking responsibility for being actively involved in learning activities.
- Being responsible and reliable in relation to meeting commitments and being a positive team member.
- Being supportive of College activities.

In attempt to be age appropriate each sub-school approaches the Respect and Responsibility Program in a slightly different manner.

### ***2.1 Junior School***

The criteria used in the Junior School include:

1. Respect for Self
2. Respect for Others
3. Respect for the Environment
4. Responsibility for Learning
5. Responsibility for Community Involvement

The criteria above are outlined on a checklist (attached). Junior School staff determine whether each student has achieved a Gold, Silver, White, Orange or Check Level in each of these areas. This checklist is completed twice per term and an overall level for each student is determined. Parents are advised of any upward or downward movement of a student's level in writing. Students will then be eligible for various rewards/privileges for maintaining each of the Gold, Silver or White Level. Rewards/privileges are determined in consultation with students and vary from term to term.

All students enter the Junior School on White Level. The College considers White Level to be an acceptable standard of behaviour where the student is complying with all expectations.

Students on Orange or Check Level are closely monitored by classroom teachers and House Co-ordinators.

### ***2.2 Middle School***

The Respect and Responsibility program in the Middle School is based upon the following criteria that reflect those used in the Junior School and complement those criteria used in the Senior School. The criteria are:

1. Code of Behaviour including following directions, interactions with peers, uniform, College life, respect and cooperation
2. Learning including classroom behaviour, learning skills, work ethic and homework
3. Leadership including being a role model, support for others and involvement in activities

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The criteria are outlined on a checklist (attached). The Middle School House Coordinators determine the behaviour level of each student in each of these criteria through feedback from the student and staff. The checklist is completed each term and an overall level for each student is established. The levels in the Middle School are Gold, Silver, White, Orange and Check.

Students from the Junior School carry across their behaviour level and students entering the Senior School from the Middle School carry their behaviour level with them and have it validated early in Term 1. Students new to the College are placed on White Level which is considered to be an acceptable standard of behaviour where the student is meeting all expectations.

It is the responsibility of the students to apply for upward movements. If the student is successful they and their parents are advised by letter. Students on Silver and Gold R&R Level are eligible for privileges and rewards for maintaining these levels. Students on Gold and Silver Level are able to nominate for Year 9 leadership positions and for Tutor Captain positions in Year 7 and Year 8.

Students who are on Orange and Check Level are expected to achieve enough positive comments from their teachers to be able to move back to White as quickly as possible.

### **2.3 Senior School**

Like the other sub-schools the Respect and Responsibility Program in the Senior School operates on a number of criteria. These are:

1. Co-operation
2. Tasking responsibility for own learning (Responsibility for Learning)
3. Respect for self, others and the environment
4. Being neatly and appropriately presented (Personal Presentation)
5. Being supportive of College activities. (Support of College Activities)

It is these criteria which are central to the management of all student behaviour within the College. Student's adherence to these criteria and the general behavioural expectations as per the College diary regulates their movement between the identified levels. The levels in the Senior School are: Gold, Silver, White, Orange and Check Level.

Students new to the College enter on White Level. As per the other sub-schools, the College views White Level as an acceptable level of behaviour. Students coming from the Middle School into the Senior School stay on their last level of behaviour. In week four of the first term, each Year 10 student is reviewed for their suitability of staying on that level based on the Senior School criteria. Students who progress to Gold and Silver Level are eligible for rewards. For example, there may be extra excursions, BBQs or other special events for students on these levels. Students on Silver or Gold Level are also eligible to apply for leadership positions for Year 12.

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The Senior School meets at least twice per term to discuss possible upward movements to Silver or Gold Level. This occurs once eligible students have provided their House Coordinators with a completed nomination form. To become eligible a student must have received the required number of positive comments on their card. The names of students who are proposed for upward movement by the pastoral care staff are put forward to the general teaching staff for consideration. Parents are advised of any upward or downward movement of a student's level in writing.

Students on Orange or Check Level are closely monitored by classroom teachers and House Co-ordinators. For both levels, there is generally a consequence imposed and it is usually, but not always, an associated period of lunchtime detention.

### **3.0 Conclusion**

The Respect and Responsibility Program is a reflection of the College's ongoing commitment to effective behaviour management. All College staff and students are expected to participate in the Respect and Responsibility program. These guidelines will be distributed to all teachers and information pertaining to students will be disseminated at regular appropriate intervals.

### **4.0 Other Relevant Documents**

- Respect and Responsibility for Junior School Booklet
- Respect and Responsibility for Middle School Booklet
- Respect and Responsibility for Senior School Booklet