PERSONAL RESPONSIBILITY (STUDENT)

POLICY DETAIL	
Revision #	4
Effective Date	October 2026
Review Date	January 2028

CONTEXT

Our College is a group of people sharing a common aim and in this sense it is a Christian Learning Community. We wish to help each other to make our choices according to Christ's teaching: *"Do to others as you would wish others to do to you"*.

As a systemic Catholic College this school is bound by the overriding polices as implemented by the South Australian Commission for Catholic Schools (SACCS). As such the Thomas More Policy on Personal Responsibility will reflect and be subject to the policy "Building Respectful Relationships: Behaviour Education and Student Behaviour Support" to be found on the CESA website.

PHILOSOPHY

Behaviour is driven by the needs of the individual. The values of justice and reconciliation guide the College community to determine consequences for behaviour. Consequences are aimed at assisting students to learn new behaviours and address the underlying needs of students. (Building Respectful Relationships: Behaviour Education and Student Behaviour Support. SACCS, 2019).

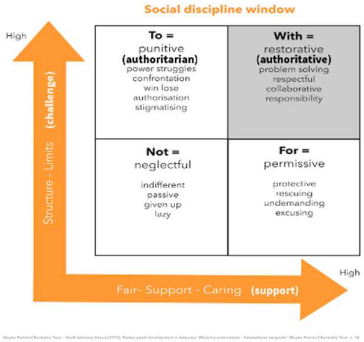
Restorative Justice

Our preference is to work with members of our community within a restorative framework. The Principles of Restorative Justice underpin the student well-being processes and practices at Thomas More College. An individual's dignity and well-being are paramount, respecting the desire and importance of connection between relationships and learning.

At Thomas More College our aim is to give those most affected by conflict the strategies needed to resolve problems and build relationships. Working restoratively, we assist the students to develop a personal responsibility for their behaviour with a focus on restoring broke relationships.

Affective Questions:

- What happened?
- How did it happen?
- How did you act in this incident?
- Who do you think was affected?
- How were they affected?
- How were you affected?
- What needs to happen to make things right?
- If the same situation happens again, how could you behave differently?



The values of justice and reconciliation guide the Principles of Restorative Justice to:

- Foster awareness in the student of how others have been affected
- Avoid shaming or lecturing. This often results in the students reacting defensively. It distracts form noticing other people's feelings
- The voice of the victim is prioritised. In a restorative intervention the student is empowered to speak. They face and listen to those who have been affected by their inappropriate behaviour. They help decide how to repair the harm and make a commitment to this. This student is held accountable
- Accept ambiguity. Often fault is unclear, and people can agree to accept the ambiguous situation
- Separate the deed from the doer. We can recognise a student's worth, their virtues and accomplishments while disapproving of their wrongdoing
- See every serious instance of wrongdoing and conflict as an opportunity for learning. Negative incidents can be used constructively to build empathy and a sense of community in the hope that there is a reduction of negative incidents in the future.

Thomas More uses a multi-faceted approach to well-being, employing the services of:

- College Counsellors
- Wellbeing Mentors
- Year Level Leaders
- Student Wellbeing Support Coordinators
- Director of Middle/Senior School
- Assistant Principal Student Wellbeing
- A Peer Support Team
- A Wellbeing Program
- Educational Programs
- Mental Health, Resilience and Wellbeing Programs.

PROCEDURE

Responsibilities of Students

- Respect for God and self
- Respect for other people
- Respect for property
- Punctuality.

To contribute to a safe and supportive learning environment we expect all student to take responsibility for their behaviour. Some examples of responsible behaviours which support this and are expected of all students include:

- Wearing the College uniform correctly
- Communicating appropriately i.e. polite, courteous & well mannered
- Being tolerant of all people regardless of race, gender or disability
- Showing respect, consideration, and courtesy to community members
- Resolving conflicts appropriately
- Respecting property
- Taking pride and actively maintaining the College environment
- Maintaining a positive attitude to learning
- Accepting responsibilities
- Working collaboratively
- Treating all justly
- Seeking assistance when conflict requires resolution
- Accepting and responding to challenges

- Recognising and learning from mistakes
- Accepting and celebrating the success of self and others.

Expectations of Students

These expectations are based on the understanding that all students are responsible for their own behaviour. All students at Thomas More College are expected to:

1. Be punctual and prepared for all lessons
2. Respect others, their dignity and safety
3. Respect others' property and the environment
4. Remain on task
5. Listen to what others have to say
6. Follow rules specific to given learning areas.

Breaches of the above classroom expectations may result in the following:

1. Non-verbal then verbal communication (warning)
2. Relocation/isolation in the classroom
3. Relocation/outside of the classroom
4. A School Leader to come to the classroom to work with the student/s to seek opportunity to return to class
5. Relocation away from the classroom to Student Reception for further discussion and further action
6. Renegotiation with the teacher with whom the incident happened for re-entry into the class
7. Teacher to contact parent/caregiver re incident.

Serious breaches of College regulations/guidelines may result in internal or external suspension at the discretion of appropriate College staff. Contact with parents/caregivers will occur if this happens. Where continued or further indiscretions occur, the College will explore further suspensions or a possible cancelation of the enrolment.

Policy Approvals	Signature	Dated
Approved by Principal		6 / 11 / 2026