



BUILDING RESPECTFUL RELATIONSHIPS POLICY

Every student is the responsibility of every teacher, and every member of the school community is responsible for the safety and wellbeing of all.

VISION

Saint David's Parish School is a vibrant, inclusive Catholic community inspired by St Mary MacKillop, fostering faith and learning so as to nurture optimistic and compassionate people of the world.

PURPOSE

The purpose of this policy is to articulate the position of Saint David's Parish School in relation to building respectful relationships, positive behaviour education and student support in South Australian Catholic Schools.

Saint David's Parish School is committed to providing a community where:

- a safe, supportive and inclusive learning environment is provided to all students, supported by our Christian faith and Catholic Tradition, in which the values of love, justice, compassion and forgiveness are foundational
- leadership is visible and inspires the whole community to feel safe, included, connected and respected
- high quality teaching and learning in behaviour education and positive behaviour support processes, enhance the personal and social capabilities of all students
- strategic and effective partnerships between school leaders, staff, students, families and allied health services, enhance respectful relationships and inform behaviour support initiatives
- Catholic Social Teaching, natural justice and procedural fairness inform a school's duty of care and pastoral care responses to prevent or resolve conflict and to heal relationships.

DEFINITIONS

- **Respectful relationships** include the right to feel safe, to be treated justly, to be valued and feel connected to peers. Respectful relationships positively impact personal growth, self-confidence and appreciation of self and others.
- **Behaviour education** includes all initiatives, programs and social and emotional learning (SEL) that develop personal and social capabilities for all students.
- **Student support** includes all universal, targeted and intensive initiatives, programs and personalized learning to further enhance and develop personal and social capabilities for specific cohorts of students.
- **Social and emotional learning** (SEL) assists children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
- The rules of **natural justice** which developed from common law to ensure the fairness of decision making. The expression in Australia is used interchangeably with procedural fairness.
- **Catholic Social Teaching** is an interrelated body of Catholic social thoughts and principles on matters of social issues and provides a vision for a just society in which the dignity of all people is respected. It is grounded in the Bible and in the wisdom gathered from experience by the Christian community as it has responded to social justice issues through history.

SUPPORTING PROCEDURES OR POLICY SUPPORT DOCUMENTS

The following documents are to be read in conjunction with, and are additional to, any other relevant school policy, procedure or support document.

- Building Respectful Relationships Procedure
- Bullying & Harassment Policy
- Duty of Care Policy

REVIEW DATE:

Implemented:	2018
Ratified by School Board:	2018
Reviewed:	2021, 2023
Next Review:	2026



BUILDING RESPECTFUL RELATIONSHIPS PROCEDURE

Every student is the responsibility of every teacher, and every member of the school community is responsible for the safety and wellbeing of all.

VISION

Saint David's Parish School is a vibrant, inclusive Catholic community inspired by St Mary MacKillop, fostering faith and learning so as to nurture optimistic and compassionate people of the world.

POLICY SUPPORTED

This document directly supports, and should be read in conjunction with, the Building Respectful Relationships Policy.

CATHOLIC EDUCATION: A PARTNERSHIP WITH FAMILIES

Catholic Education affirms that parents are the first and primary educators of their children.

Catholic schools share in the task of forming young hearts and minds in love, in partnership with families.

Our school has four core values:

Faith: Living Jesus' way of love and compassion for all

Respect: Appreciating uniqueness and supporting ethical, sustainable relationships

Excellence: Inspiring all to continually strive for personal success

Community: Belonging through engagement, consultation and collaboration for the common good

A COMMUNITY OF RESPECT

At Saint David's Parish School, we believe modelling respectful behaviour reinforces our expectations about how we interact with one another to the whole school community.

Modelling is a highly effective way to help students learn appropriate and respectful behaviours.

It is essential that all members of the community know about respect, what it is asking of them and understand how their actions builds or diminishes a community of respect.

Building respectful relationships seeks to protect personal and school community safety, enhance wellbeing, foster responsibility, enable personal growth, restore relationships, encourage reconciliation and promote the common good.

1. DIMENSIONS OF RESPECT

The five dimensions are:

- *Respect for self*
- *Respect for children*
- *Respect for adults*
- *Respect for learning*
- *Respect for the environment*

2. NURTURING RESPECT

- *Explicit teaching of respect*
- *Visual references to the five dimensions of respect in each classroom*
- *Saint David's Parish School has established explicit procedures to ensure a cohesive and safe learning environment. **5 Magic Rules** (see Appendix B) have been developed that outline clear expectations to support consistent behaviour in every classroom:*
 1. *Follow directions quickly*
 2. *Ask for permission to speak*
 3. *Ask for permission to move around the learning space*
 4. *Make smart choices*
 5. *Show respect for others, self and the school environment*
- *Affirming respectful behaviour across the school*

3. BEING RESPECTFUL

Involves three levels:

- **RESPECT FOR LEARNING-** All teachers and students have the responsibility to ensure that classroom and outdoor learning and play environments are physically safe, emotionally secure and respectful.
- **RESPECT FOR RELATIONSHIPS-** Respect is a basic human right and acknowledgement of one's human dignity. Through respect, all members of the community know they are physically safe and emotionally secure.
- **RESPECT FOR COMMUNITY-** As a Catholic learning community valuing respect as the core of belonging, is a decision to contribute respectfully to its identity, act respectfully to its purpose and value supporting social interaction.

GUIDING PRINCIPLES

1. **Student behaviour education and student behaviour support – a whole-of-school responsibility**
All members of the Saint David's Parish School community are active participants in building a welcoming school culture that values diversity, fosters positive, respectful relationships and provides learning in communities of thriving people, capable learners and leaders for the world God desires.
2. **Pastoral care for the whole school community – a school leader's responsibility**
Principals and school leaders play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected. In addition, all behavioural decisions are guided by values of justice, respect for the dignity of all involved and compassion and mindful of personal and communal safety, health, and duty of care for all.
3. **Student connectedness and engagement**
Students who feel connected, safe and respected are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Saint David's Parish School is committed to learning and behaviour support as a critical protective factor in children and young people's continuing education and positive outcomes.
4. **Building Personal and Social Capabilities**
School staff, students and families share and cultivate an understanding of wellbeing and the development of personal and social capabilities to enhance learning and promote citizenship.
5. **School Responsibilities**
Staff respond to the diverse needs of all students, when designing universal, targeted and personalised behaviour education and support processes. They will consider:
 - Legal responsibilities and duty of care to all students, particularly legislation regarding cyber safety, anti-bullying and harassment responsibilities, the Disability Discrimination Act 1992 and Child Safety legislation
 - School Policy & Procedure – the expressed values of the school and those principles stated and made explicit within the community
 - The school's Behaviour Management Sequence (see Appendix A)
 - Pastoral care and support processes that maintain the dignity of the people involved
 - Learning programs and initiatives for all students every year that promote and build respectful relationships as the basis for student behaviour support.

STUDENT BEHAVIOUR EDUCATION

Saint David's Parish School will ensure that every student has the opportunity to develop productive learning behaviours and personal and social capabilities every year.

Saint David's Parish School will provide education programs to promote and maintain respectful relationships.

At all year levels and every year, learning will specifically address child safety, bullying and cyber bullying prevention and will promote the development of respectful relationships. Learning at all Catholic schools 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.

Learning and student behaviour support programs at Saint David's are aligned within the school's charism and values.

STUDENT BEHAVIOUR SUPPORT

Some students may require individual behaviour support to manage emotions and relationships and engage in sustained learning. Saint David's Parish School will ensure student wellbeing is developed in the school to lead and implement student behaviour support. These may include school leaders, counsellors, teachers and education support officers.

Saint David's Parish School will draw on expertise from CESA Inclusion and Learning Team, community based allied health services, specialist psychological and behavioural agencies.

Saint David's Parish School will develop student behaviour support with the active participation of students and their families.

Student behaviour support will include:

Universal student behaviour support will include explicit teaching and implementation of class routines, skills for emotional regulation, decision making, conflict resolution and friendship skills in developing and demonstrating respectful relationships.

Targeted student behaviour support will include group and/or individual positive behaviour plans with:

- identified goals and support strategies
- identified behaviour support coaches and mentors
- short term specific interventions with measures for growth
- clearly identified roles and responsibilities for staff, student and families including monitoring and emergency responses
- support services and recommendations provided by CESA Inclusion and Learning team and community support services

Intensive student behaviour support will include an individual positive behaviour and safety plan with:

- identified goals and support strategies
- identified behaviour support coaches and mentors
- short term specific interventions with measures for growth
- clearly identified roles and responsibilities for staff, student and families including monitoring and emergency responses
- specific procedures for vigilant supervision and emergency safety procedures
- recommendations provided by CESA Inclusion and Learning team and specialised psychological and behavioural services.

GUIDELINES FOR DEVELOPING A STUDENT BEHAVIOUR SUPPORT PLAN

A Student Behaviour Support Plan is a collaborative problem solving and strength based process between a student, staff and the family. The plan is designed to support a student's active participation in productive learning, to build and maintain respectful relationships and to actively participate in the life of the school community.

The behaviour support plan for students is regularly monitored and adjusted as evidence of progress. Teachers will collect data and regularly review the plan with the student, family and the student support team.

SUPPORTING PROCEDURES OR POLICY SUPPORT DOCUMENTS

The following documents are to be read in conjunction with, and are additional to, any other relevant school policy, procedure or support document.

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APPENDICES

Appendix A: Behaviour Management Schedule (Classroom)

Appendix B: Behaviour Management Schedule (Yard)

Appendix C: 5 Magic Rules

Appendix D: Re-Entry Meeting Proforma

Appendix E: Suspension Letter Template

REVIEW DATE:

Implemented: 2018

Ratified by School Board: 2018

Reviewed: 2021, 2023

Next Review: 2026

Behaviour Management Schedule (classroom)

Appendix A

LEVEL
01

Redirect

- What should you be doing?
- What are you doing?
- What can you do to fix this?
- This is your warning, next time you will need to move.

LEVEL
02

Relocation within classroom

- Conversation regarding non-compliance.
- Student relocated within the classroom.
- After a set time, conversation to confirm if student is ready to resume work.

LEVEL
03

Relocation to Buddy Class

- Set time with clear expectations of task to complete.
- Parents notified and details uploaded to SEQTA.

LEVEL
04

Relocation to Front Office

- Time for cool down and reflection before returning to class.
- Restorative conversation with Leadership.
- Parents notified and details uploaded to SEQTA.

STEP
05

Internal/External Suspension

- Discussion with parents.
- Suspension protocol followed.
- Strategies to assist with re-entry with the aim to prevent behaviour occurring again.

Behaviour Management Schedule (classroom)

REDIRECT

What should you be doing?

What are you doing?

What can you do to fix this?

This is your warning, next time you will need to move.

1



RELOCATION WITHIN CLASSROOM

Conversation regarding non-compliance.

Student relocated within the classroom.

After a set time, conversation to confirm if student is ready to resume work.

2



RELOCATION TO BUDDY CLASS

Set time with clear expectations for task to complete.

Parents notified and details uploaded to SEQTA.

3



RELOCATION TO FRONT OFFICE

Time for cool down and reflection.

Restorative conversation with Leadership.

Parents notified and details uploaded to SEQTA.

4



INTERNAL/EXTERNAL SUSPENSION

Discussion with parents.

Suspension protocol followed.

Strategies to assist with re-entry.

5



Behaviour Management Schedule (yard)

Appendix B

LEVEL
01

Redirect

- What should you be doing?
- What are you doing?
- What can you do to fix this?
- This is your warning, next time you will need to sit out.

LEVEL
02

Relocation within the yard

- Conversation regarding non-compliance.
- Student seated in the area of the duty teacher for reflection.
- After a set time, conversation to confirm if student is ready to resume play.

LEVEL
03

Shadow duty teacher

- Student to walk with duty teacher.
- Parents notified and details uploaded to SEQTA.

LEVEL
04

Relocation to Front Office

- Time for cool down and reflection before returning to yard.
- Restorative conversation with Leadership.
- Parents notified and details uploaded to SEQTA.

STEP
05

Internal/External Suspension

- Discussion with parents.
- Suspension protocol followed.
- Strategies to assist with re-entry with the aim to prevent behaviour occurring again.

Behaviour Management Schedule (yard)

REDIRECT

What should you be doing?

What are you doing?

What can you do to fix this?

This is your warning, next time you will need to sit out.

1



RELOCATION WITHIN YARD

Conversation regarding non-compliance.

Student seated in the area of the duty teacher for reflection.

After a set time, conversation to confirm if student is ready to resume play.

2



SHADOW DUTY TEACHER

Student to walk with duty teacher.

Parents notified and details uploaded to SEQTA.

3



RELOCATION TO FRONT OFFICE

Time for cool down and reflection.

Restorative conversation with Leadership.

Parents notified and details uploaded to SEQTA.

4



INTERNAL/EXTERNAL SUSPENSION

Discussion with parents.

Suspension protocol followed.

Strategies to assist with re-entry.

5





5 MAGIC RULES

#1 Follow directions quickly.



#2 Ask for permission to speak.



#3 Ask for permission to move around the learning space.



#4 Make smart choices.



#5 Show respect for others, self and the school environment.





Re-entry Meeting for: **Name**

Date: **Date**

Present:

The purpose of this meeting is:

- To support the student's re-intergration into class
- To confirm the student's understanding of the strategies outlined in the plan
- To ensure the understanding by appropriate staff of the details & responsibilities outlined in the plan
- To confirm the student's willingness to co-operate

Do you want to be a part of your class again? YES/NO

Do you want to work out a way to follow your class rules? YES/NO

Details of the incident in question:

Expectations of behaviour (what should have happened instead)?:

What do we agree to moving forward?:

What will be the consequences should this agreement not be followed?:

Student Signature _____ Parent/Caregiver Signature _____

Teacher Signature _____ Principal/Delegate Signature _____



8 April 2024

RE: Suspension

Dear NAME,

I refer to our discussion on DATE regarding NAME's behaviour in relation to INCIDENT.

I am writing to formally confirm that he/she will be suspended from Saint David's Parish School from DATE until DATE inclusive.

The following measures have been taken to assist NAME with his/her education while this suspension is in force. Work will be provided by his/her teacher, TEACHER NAME.

An appointment has been made to meet with you and NAME on DATE and TIME regarding re-entry. If this time is not suitable, could you please contact Emily Cai as soon as possible to arrange an alternative time.

Your sincerely,

Mia Harms
PRINCIPAL

✂.....

I/We.....acknowledge receipt of the school letter dated

We/I are able/not able to attend the proposed meeting.

.....signature.....date
(parent/caregiver)