# Building Respectful Relationships: Behaviour Education and Student Behaviour Support

# Procedure

# Contents

# 1 Purpose

The purpose of this document is to provide school communities with a set of procedures that guide and inform the implementation of the Building Respectful Relationships: Behaviour Education and Student Behaviour Support Policy in their local setting.

# 2 Scope

The Building Respectful Relationships: Behaviour Education and Student Behaviour Support Procedure applies to all Catholic Schools and Catholic Education Offices in South Australia.

# 3 Policy Supported

This document directly supports, and should be read in conjunction with, the Building Respectful Relationships: Behaviour Education and Student Behaviour Support Policy.

# 4 Guiding Principles

## 4.1 Student behaviour education and student behaviour support – a whole-of-school responsibility

All members of the Catholic 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.

## 4.2 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, the principal or school leader will sometimes need to work with a jurisdictional leader around formal procedures for suspension and expulsion, based on knowledge of the particular issues, local realities, 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.

## 4.3 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. Schools are committed to learning and behaviour support as a critical protective factor in children and young people's continuing education and positive outcomes.

## 4.4 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.

### 4.5  School Responsibilities

School leaders and staff respond to the diverse needs of all students, when designing universal, targeted and personalised behaviour education and support processes. Leaders 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 – the expressed values of the school and those principles stated and made explicit within the community

- 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.

## 5  Procedures

### 5.1  Student Behaviour Education

All schools will ensure that every student has the opportunity to develop productive learning behaviours and personal and social capabilities every year.

All schools are expected to 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. Schools will align learning and student behaviour support programs within the charism and values of their community. Examples include:

- Restorative Justice principles and processes

- Positive Education



*Personal and Social Capabilities from the Australian Curriculum*

Schools are expected to enact both universal and personalised student behaviour education:

**Universal** – programs taught to all students that develop personal and social capabilities as core curriculum.

**Targeted** - programs for small groups or individuals for specific skills for developing to engage productively in learning. Typically delivered in small groups, these programs are short term, high frequency interventions with a focus on managing emotions, resolving conflicts, improving relational skills and productive decision making.

**Intensive** – personalised programs with a focus on an individual's and others' safety and ability to re-engage in productive classroom behaviours. Typically these programs are personalised, short term and intensive interventions to build specific emotional and physical regulation.

## 5.2  Student Behaviour Support

Some students may require individual behaviour support to manage emotions and relationships and engage in sustained learning. Schools will ensure student wellbeing and/or support teams are developed in the school to lead and implement student behaviour support. These may include school leaders, counsellors, teachers and education support officers.

Schools will draw on expertise from CESA Inclusion and Learning Team, community based allied health services, specialist psychological and behavioural agencies. Schools are expected to enact both universal and personalised student behaviour support.

Schools 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.

### 5.3  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.

## 6   Definitions

References to **schools** include, where applicable, early education and out of school hours care services, preschools, primary schools, secondary schools, R-12 schools and technical colleges.

**Building respectful relationships**: behaviour education and student behaviour support in Catholic schools that seeks to protect personal and school community safety, enhance wellbeing, foster responsibility, enable personal growth, heal destructive behaviours, restore relationships, encourage reconciliation and promote the common good.

## 7   Related Documents

- Building Respectful Relationships: Behaviour Education and Student Support Policy 2019

- Building Respectful Relationships: Procedures for Student Suspension and Cancelling Enrolment 2019

# 8   Behaviour Support Plan

| Support Categories | Support Strategies | Responsible Person/s |
|---|---|---|
| **Behaviour Expectations** | | |
| **Internal Support** | | |
| **Parent/caregiver Support** | | |
| **Teaching and Learning  Support** | | |
| **External Support** | | |
| **Site response to child/young person not meeting behaviour expectations** | | |
| **Plan Review** | | |
| **Others with a duty of care** | | |
| **Signatures** | | |

## 9 References

- Australian Research Council Behaviour at School Study (2014) http://www.bass.edu.au/

- Australian Student Wellbeing Framework
  https://www.education.gov.au/national-safe-schools-framework-0

- CESA Living, Learning, Leading Framework (2018)
  http://www.cesa.catholic.edu.au/about/director-s-message

  http://www.cesa.catholic.edu.au/about/living-learning-leading

  https://thesoutherncross.org.au/opinion/2018/08/01/2848/

- CESA Learning Statement (2017)
  http://www.cesa.catholic.edu.au/__files/d/24247/CESA_Learning_Statement_Poster.pdf

- What we believe
  http://www.cesa.catholic.edu.au/about/what-we-believe

- Children and Young People Safety Act 2017
  https://www.google.com/search?safe=strict&client=firefox-b-
  d&lei=eCZqXOW8LsaS9QPokrr4Ag&q=child%20safety%20act%202018&ved=2ahUKEwjs3v
  PMq8TgAhVbaCsKHRgXBIgQsKwBKAF6BAgDEAI&biw=1280&bih=629&dpr=1.5

- Department for Child Protection https://www.childprotection.sa.gov.au/department/media-
  centre/media-releases/children-and-young-people-safety-act-2017

- Disability Discrimination Act 1992 https://www.legislation.gov.au/Details/C2016C00763

- Policy for the Care, Wellbeing and Protection of Children and Young People (to be revised in
  2019) https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-
  13163/Policy+for+the+Care+Wellbeing+and+Protection+of+Children+and+Young+People+29
  +June+2011.pdf

- Protective practices for staff in their interactions with children and young people guidelines
  https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-
  29723/Protective+practices+for+staff+in+their+interactions+with+children+and+young+people
  +2017.pdf

- Protective practices: behaviour guidelines for staff and volunteers working with children and
  young people: Update https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-
  29724/Protective+Practices+for+staff+in+their+interactions+with+children+and+young+peopl
  e+guidelines+2017.pdf

- Protective practices: behaviour guidelines for staff and volunteers working with children and
  young people - Information for parents and caregivers
  https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-
  29725/Protective+practices+information+for+parents+and+caregivers+2017.pdf

- SACCS Duty of Care Policy 2014
  https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-
  26672/20141203_Duty+of+Care+Policy.pdf

- SACCS Duty of Care Procedure 2014
  https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-
  27404/20141003_Duty+of+Care+procedures_CT.pdf

- SACCS Pastoral Care Policy 2016
  https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-
  27904/2016+Pastoral+Care+Policy.pdf

- SACCS Pastoral Care Procedure 2016
  https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-
  27910/Pastoral+Care+Procedures.pdf

# 10 Revision Record

| | |
|---|---|
| **Document Title** | Building Respectful Relationships: Behaviour Education and Student Support |
| **Document Type** | Procedure |
| **Document Date** | February 2019 |
| **Process Owner** | Education Standing Committee |
| **Contact** | Mary Carmody, Senior Education Adviser<br>☎ 8301 6616   ✐ mary.camody@cesa.catholic.edu.au |
| **Approval Authority** | SACCS |
| **Review Date** | February 2024 |
| **Revision History** | 2010 Behaviour Education and Personal Responsibility Policy<br>2004 Policy for the Development of Personal Responsibility<br>1999 Student Behaviour Management Policy |

# Respectful Relationships

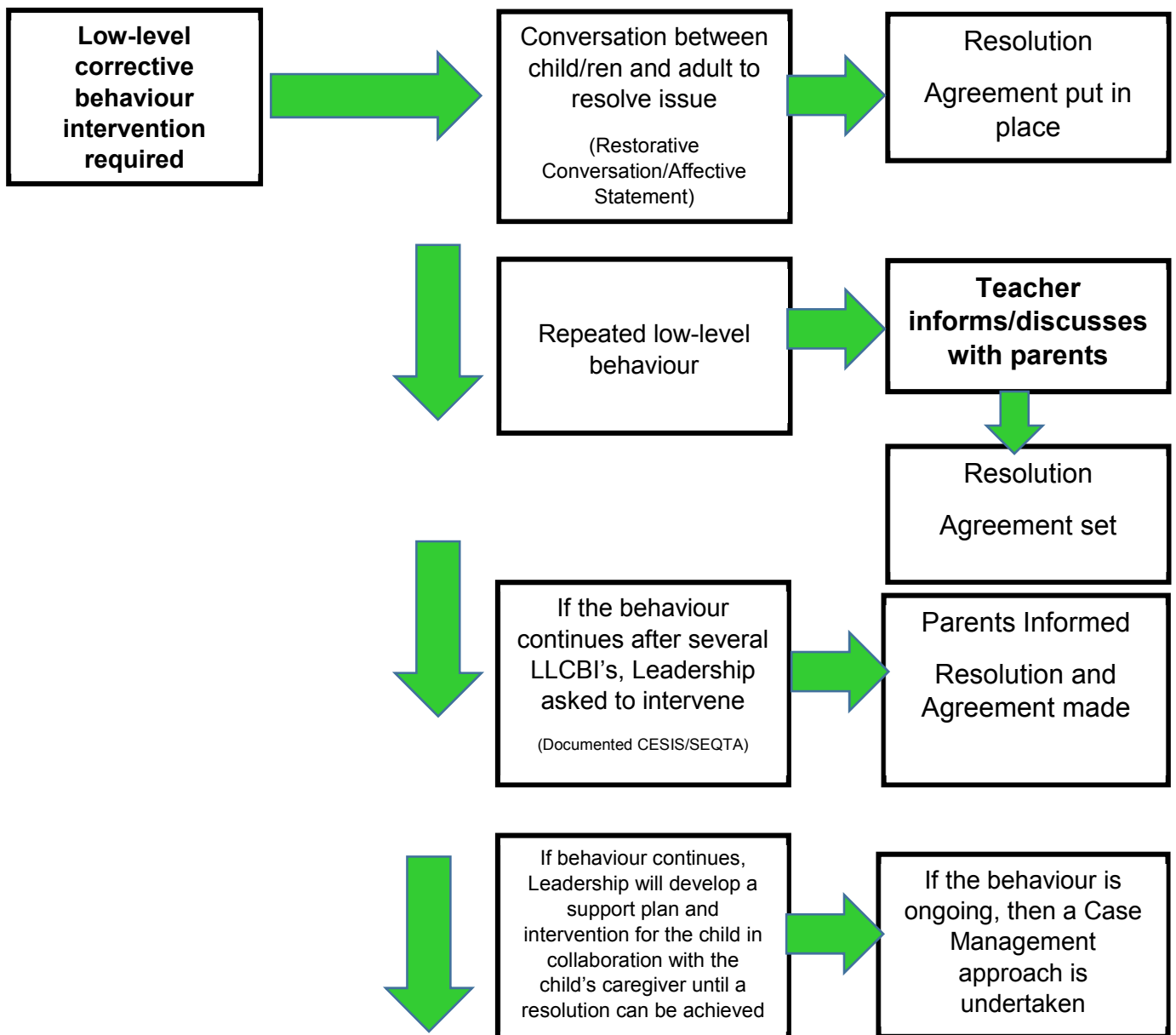## RESTORATIVE PRACTICES: RESTORATIVE CONVERSATIONS AFFECTIVE STATEMENTS

## LOW LEVEL CORRECTIVE BEHAVIOUR INTERVENTIONS

As part of their school day, children are reminded about appropriate ways of behaving and interacting with their peers and adults. These interventions are referred to as Restorative Conversations and Affective Statements and are **'Low-Level Corrective Behaviour Interventions' (LLCBI.)** LLCBI interventions help children to understand how their behaviour affects others and in turn promote empathy, self-reflection and accountability.

Low-Level Corrective Behaviour Interventions are generally used to resolve day to day issues and are usually carried out by teachers or a member of staff.

Some of these conversations may address, but are not limited to:

- Appropriate conduct in a learning environment
- Wearing of correct uniform
- Minor disagreements with friends or other children
- General misunderstandings
- Completion of homework or set learning tasks ……

| **Low-level corrective behaviour intervention required** | → | Conversation between child/ren and adult to resolve issue<br><br>(Restorative Conversation/Affective Statement) | → | Resolution<br><br>Agreement put in place |
| --- | --- | --- | --- | --- |

| | Repeated low-level behaviour | → | **Teacher informs/discusses with parents** |
| --- | --- | --- | --- |

Resolution

Agreement set

| If the behaviour continues after several LLCBI's, Leadership asked to intervene<br><br>(Documented CESIS/SEQTA) | → | Parents Informed<br><br>Resolution and Agreement made |
| --- | --- | --- |

| If behaviour continues, Leadership will develop a support plan and intervention for the child in collaboration with the child's caregiver until a resolution can be achieved | → | If the behaviour is ongoing, then a Case Management approach is undertaken |
| --- | --- | --- |

**Stage One Level of Management**

**First Incident**:

(a) Alleged incident reported

**First Incident**:

(b) Target, perpetrator and witnesses share or document incident in their own words

(c) Leadership to conference the child targeted to determine how they wish to proceed and to scale the incident.

Incident recorded on CeSIS/ SEQTA

**Resolution**

Restorative Conversation

Agreement made

Support measures put in place for all individuals involved

**Second Incident:**

(d) Leadership to interview alleged perpetrator (a no blame / Restorative Approach will be employed. Leadership will make reference to the agreement previously put in place.)

**STOP!**
**This means YOU.**

(e) Allegation substantiated or unsubstantiated and documented in the Student Incident Register (CESIS/SEQTA)
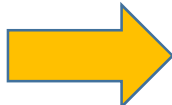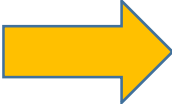
If substantiated, clear expectations & consequences will be provided to all involved.

(f) Inform the parents and teachers of the children involved

(g) Follow up as necessary by Leadership

**Resolution**

Restorative Conversation

Agreement Reviewed

Support measures put in place for all those involved

Situation monitored

## Respectful Relationships

## FLOW CHART 2

**Where a grievance occurs with another student**

### Stage Two Level of Management

**Repeated Bullying** Step a) to Step e): as for Stage One, then….

(h) Parents to attend a meeting with Leadership.

Perpetrator advised of consequences that may be invoked including suspension (half day / full day)

**STOP!** This means YOU.

**Resolution**

Agreement Reviewed

Support measures put in place for all those involved

Case Management / Behaviour Plan

*Counselling/Social Skills Program / External Support Agencies/ CESA Behaviour Team*

### Stage Three Level of Management

**Further Incidents** of Bullying

Step a) to Step e): as for Stage One and Stage Two then….

(i) Parents expected to attend interview with Principal / Deputy. The perpetrator is advised of the direct consequences that may be invoked including external suspension from the school.

**STOP!** This means YOU.

**Resolution for Perpetrator**

Support measures put in place for all those involved

Case Management / Behaviour Plan

*Counselling/Social Skills Program / External Support Agencies/ CESA Behaviour Team*

(j) Re-entry Meeting - Principal/Deputy to review the behaviour contract and engage in regular follow up with student and teacher

Ensure target is supported

**Resolution for Target**

Support measures established and followed up by class teacher
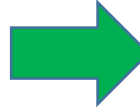
*Counselling/Mentoring/1-5 Scale*

(k) Expulsion: If the point is reached where consideration is given to expulsion from the school, the Principal will attempt, in consultation with the parents of the child concerned, to work on their behalf to transition to another school where the child can have a 'new start'. If no resolution……Expulsion from school in line with Catholic Education South Australia *'Building Respectful Relationships: Behaviour Education & Student Behaviour Support'* policy may be considered.

*Any decision to expel a student from Catherine McAuley School will be at the discretion of the Director of Catholic Education after all avenues of mediation and support have been exhausted.*

# ADULT GRIEVANCE FLOW CHART

*An adult within our community has a grievance regarding a dimension of our school.*

**Step One:** Arrange a time to speak in a calm and fair manner with the person who you believe can best resolve the problem.

**Step Two:** If the problem is not resolved, follow the steps below to determine the best course of action to obtain a solution.

## Resolution

Both parties have been able to discuss the matter, feel that they have been listened to and established an agreed plan of action, with a review meeting, to ensure the situation is rectified.

## I have a grievance about…

| A School Policy/ Procedure | A Staff Member | A Member of Leadership | A Student | A Parent |
|---|---|---|---|---|
| If unresolved, express your concern in writing to the School Board who will respond in writing to your grievance. | If the problem is not resolved, make an appointment to speak with a member of the Leadership Team. | If the problem is not resolved, make an appointment to speak with another member of the Leadership Team. | **Under no circumstance should a parent approach a child directly with an issue.** | If it relates to an issue between children, seek support from the teacher |
| If the problem is not resolved, make an appointment to speak with a Principal Consultant at Catholic Education S.A. | If the problem is not resolved, make an appointment to speak with a Principal Consultant at Catholic Education S.A. | If the problem is not resolved, make an appointment to speak with a Principal Consultant at Catholic Education S.A. | The teacher will address the concern through school protocols and will report the issue to a member of the Leadership Team. You will be advised of the outcome. | If the problem is not resolved, make an appointment to speak with a member of the Leadership Team |
| | | | Where necessary, the parents of the child you have a grievance with will be informed of the issue and appropriate follow up or consequences will be put in place. | If it relates to an issue with another Parent, seek support from the Teacher or make an appointment to speak with a member of the Leadership Team |
| | | | | If warranted, Leadership will mediate the dispute or suggest outside agencies to guide you. |

**Please Note: Catherine McAuley Catholic School at all times needs to remain neutral and all adults are expected to behave respectfully within the school grounds. Where a problem exists between adults, it is important that the issue is addressed and that appropriate support procedures are put in place. Adults are encouraged to follow the steps above.**

**All individuals involved should avoid discussing the issue with other members of our community.**

**It is expected that individuals will refrain from using offensive or abusive language, harassment, physical intimidation or violence when navigating grievances.**

**Our school reserves the right to exclude people who use any form of intimidation.**

*Catherine McAuley School will document formal grievances and any processes implemented to seek a resolution. All discussions will be kept strictly confidential. A person who has made a complaint may withdraw it at any time. Our school will endeavour to ensure that no one will be victimised as a result of making a complaint. A process of mediation may be utilised if a complaint is not satisfactorily resolved.*
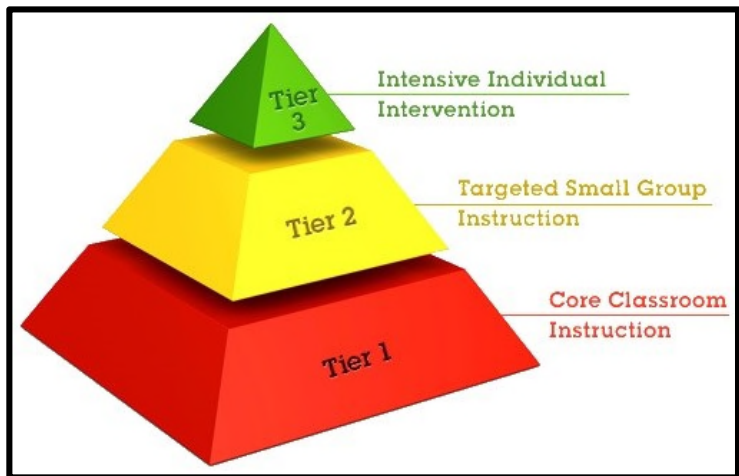
## Respectful Relationships

### CATHERINE MCAULEY SCHOOL

### SUPPORT AND INTERVENTION PROGRAMS



As part of their school day, children are reminded about appropriate ways of behaving and interacting with their peers and adults. Our focus on Kindness and Respect complements our Gospel Values and Mercy Charism, which underpins our daily work. Catherine McAuley School utilises a variety of programs and interventions to support the wellbeing, social and emotional development of our students. These programs and supports may be implemented as tier 1, 2 or 3 supports.



| TIER 1 | TIER 2 | TIER 3 |
|---|---|---|
| Beginning and Belonging Program | Social Skills Program implemented with small group | Mentoring |
| Keeping Safe - Child Protection Curriculum | Community Kids | Counselling |
| MindUp Curriculum | Peaceful Kids | Psychology – Upsteam |
| Restorative Practices | Restorative Practices | Health MHCP/NDIS |
| • Circle Time | Way to A | Specialised services |
| • Class Meetings | 5 Point Scale | Learn to play program |
| Positive Education | Break Spaces | Personal Plan for Learning (PPL) or Wellbeing Plan |
| • Character Strengths | Self-regulation/Wellbeing Plan | |
| • Gratitude | Personal Plan for Learning | |
| • Mindfulness | STEM Club | |
| • Growth Mindset | | |
| Visible Learning | | |
| • Learning Pit | | |
| Play is the Way | | |
| Way to A | | |
| 5 Point Scale | | |
| What's the Buzz | | |
| Kimochis | | |
| Calming/break spaces | | |

# Respectful Relationships

## CATHERINE MCAULEY SCHOOL

## IDENTIFYING BULLYING, HARASSMENT, VIOLENCE AND E-CRIME

Information for children and parents to identify what constitutes bullying, harassment, violence and e-crimes.

## BULLYING

Definition: *Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical or psychological harm. Some conflicts between children are a normal part of growing up and are to be expected. Single incidents and conflicts or fights between equals, whether in person or online, are not considered bullying, even though they may be upsetting and need to be resolved.*

- Bullying can involve an individual or a group misusing their power over one or more persons.
- Bullying can happen in person or online, and it can be obvious or hidden.
- Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Bullying can happen:

- face-to-face - eg pushing, tripping, name-calling
- at a distance - eg spreading rumours, excluding someone
- through information and communications technologies - eg use of SMS, email, chat rooms.

Identifying bullying can sometimes be difficult. Bullying is often conducted out of sight of teachers and children may be reluctant to report bullying.

### Online Bullying

Online bullying is sometimes called cyber-bullying and carried out through the internet or mobile devices. Children who are bullied online are also often bullied face-to-face.

Examples of online bullying include:

- repeated hang up calls
- sending insulting or threatening text messages
- publishing someone's personal or embarrassing information online
- creating hate sites or starting exclusion campaigns on social networking sites.
- Online bullying is one potential cybersafety issue for children when they use computers and mobile phones.
- Learn more about cybersafety at Bullying No Way.
- Learn more about e-safety at https://www.esafety.gov.au/

**What to do? Tips to help your child if they are being bullied or harassed**

If the bullying is happening at school, or involves students from the school, when outside of school, you should let the school know about the situation. Gather the information you have from your child to share with the school.

Bullying is taken very seriously and can be managed effectively when students and parents report bullying and support the schools efforts to deal with it.

### 1. Stay calm and positive

Sometimes children don't want their parents to become involved and are afraid of the consequences if they tell you and the person doing the bullying finds out.

Let your child know that telling you about the bullying or harassment was the right thing to do, that you will take the bullying seriously and that you can help.

It can be upsetting when your child is being bullied. You might need to draw on your own networks to get support for yourself while you are helping your child. Focus on identifying a solution with your child.

You'll need to consider what you know about your child and the details of the situation to make the best decision for your child.

### 2. Talk with your child

Find out what has happened, who was involved, where it happened and if anyone else saw, read or heard it.

Discuss strategies with your child and set a short period of time to see if they resolve the situation if they want to deal with the bullying themselves.

Encourage your child:

- to walk away
- try to act unimpressed or unaffected
- to use other strategies to diffuse the situation eg agreeing in an offhand way with the bullying when they say offensive or negative things
- to say 'No!' firmly
- to talk to the teacher or other staff, eg school counsellor.

If the bullying continues or increases, contact the school.

These steps are also useful if you think that your child:

- has been involved in bullying or harassment of others
- as a bystander, maybe affected by bullying or harassment of others
- as a bystander, has information and is concerned about other students being bullied.

**HARASSMENT**

Harassment occurs when someone is made to feel intimidated, insulted or humiliated because of their:

- identity, race, culture or ethnic origin
- religion
- physical characteristics
- gender
- sexual orientation/identity
- marital, parenting or economic status
- age
- ability or disability.

It can include behaviour such as:

- telling insulting jokes about particular racial groups
- sending explicit or sexually suggestive emails
- displaying offensive posters or screen savers
- making derogatory comments or taunts about someone's race, religion or sexuality.

It may be:

- an ongoing pattern of behaviour or a single act
- directed randomly or towards the same person(s)
- intentional or unintentional.

**Signs of being bullied or harassed**

Your child's behaviour can change for a variety of reasons. However, the following signs could indicate that your child is being bullied:

- not wanting to go to school or participate in school activities
- does not appear to have friends
- is missing belongings
- has torn clothing
- seems to have become fearful and anxious
- has more mood swings, and seems to be crying more
- seems to have a drop in academic performance
- has poorer physical health and changes in sleep habits
- has increased negative self-perception.

The signs of possible cyberbullying can be the same as signs of other bullying, but include certain behaviour with phones and computers, for example:

- being hesitant about going online
- seeming nervous when an instant message, text message or email appears
- being visibly upset after using the computer or mobile phone, or suddenly avoiding it
- minimising the computer screen, or hiding the mobile phone when you enter the room
- spending unusually long hours online in a more tense, pensive tone
- receiving suspicious phone calls, emails or packages
- withdrawing from friends, falling behind in schoolwork, or avoiding school.

## VIOLENCE

Violence is the intentional use of power (threatened or actual) against another person that results in psychological harm, injury or death. Violence may be a single incident, a random act, or it can occur over time. An assault is a police matter.

## E-CRIME

eCrime occurs when a computer or other electronic communication devices (eg mobile phones) are used to commit an offence, are targeted in an offence, or act as a storage device in an offence.

### Sexting

Example: ' I took a photo with my mobile, of my girlfriend naked and sent it by text to everyone. What a laugh!' (The girlfriend was under 18 years old).

Offence: Production or dissemination of child pornography - maximum penalty: Imprisonment for 10 years.

### Impersonation

Example: 'I got into their email account and sent abusive emails to everyone in the address book.'

Offence: Unlawful operation of a computer system - maximum penalty: Imprisonment for six months or $2,500.

### Intimidation

Example: 'He told me if I didn't do what he said that he would put that photo on the internet and tell all my friends. I was so embarrassed.'

Offence: Blackmail - maximum penalty: Imprisonment for 15 years.

### Harassment

Example: 'I created a website about X and we all put stuff on there about how much they and everyone else like them are hated.'

Offence: Racial vilification - maximum penalty: $5,000 or imprisonment for three years, or both.

### Other offences

Using internet or mobile phone carriers to:

- distribute suicide-related material - maximum penalty: $100,000
- make a threat - maximum penalty: imprisonment for seven years
- menace, harass or cause offence - maximum penalty: imprisonment for three years.