



BUILDING RESPECTFUL RELATIONSHIPS POLICY & PROCEDURE

Building respectful relationships:

Behaviour education and student behaviour support in Catholic schools 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.

The purpose of this document is to outline procedures that guide and inform the implementation of the CESA Building Respectful Relationships: Behaviour Education and Student Behaviour Support Policy at St Mark's College.

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

Guiding Principles:

Student behaviour education and student behaviour support is 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.

Pastoral care is the whole school community's responsibility

The Principal, leaders and teachers 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 and local realities, guided by values of justice, respect for the dignity of all involved, compassion, and mindful of personal and communal safety, health, and duty of care for all.

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.

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.

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.

St Mark's College procedures encompass:

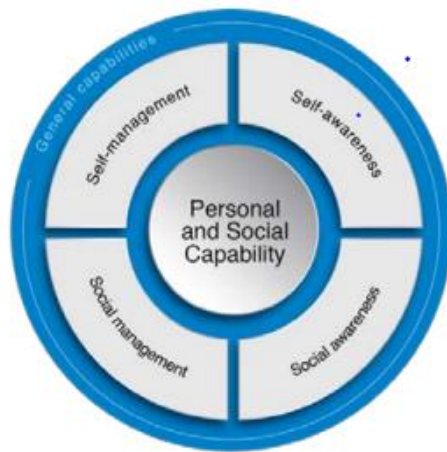
- Legal responsibilities and duty of care to all students, particularly legislation regarding cyber safety, anti-bullying and harassment responsibilities, the Disability Discrimination Act 1992 and Child Safety legislation.
- St Mark's College values of: Respect, Resilience, Faith, Compassion and Service as part of the College's Vision and Mission.
- Pastoral care and support processes that maintain the dignity of the people involved and seek to maintain "right relationships" through Restorative Practices.
- Learning programs and initiatives for all students every year that promote and build respectful relationships as the basis for student behaviour support.
- The principles of the Salesian Preventative System and the Good Samaritan Rule of St Benedict:

"The Preventive system consists in making the rules, and regulations of an institute known, then in being vigilant so that the pupils may always be under the watchful eyes of the director and the assistants, who like loving fathers talk with them, guide them in any difficulty and give them advice and corrections in a kind manner. "

The Good Samaritan Tradition invites us to:

"Listen with the ear of the heart".

St Mark's College will ensure every student has the opportunity to develop productive learning behaviours and personal and social capabilities every year. St Mark's College through its WRAP (Wellbeing, Relationships, Agency and Personal Responsibility) Program will provide education 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 St Mark's College 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.



Personal and Social Capabilities from the Australian Curriculum

St Mark's College aligns learning and student behaviour support programs with the Good Samaritan and Salesian charisms and values of our community.

Examples include:

- Restorative Justice principles and processes
- Positive Education Personal and Social Capabilities from the Australian Curriculum

St Mark's College implements both universal and personalised student behaviour education:

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

Universal student behaviour support may 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 - programs for small groups or individuals for developing specific skills to engage productively in learning. Typically these are delivered in small groups, and may be facilitated by College counsellors. These programs are short term, high frequency interventions with a focus on managing emotions, resolving conflicts, improving relational skills and productive decision making.

Targeted student behaviour support may 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 – 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.

Student Behaviour Support

Some students may require individual behaviour support to manage emotions and relationships and engage in sustained learning. St Mark's College has a student wellbeing and support team. This includes school leaders, counsellors, teachers and education support officers. St Mark's College will, where necessary, draw on:

- expertise from CESA Inclusion and Learning Team.
- Community based allied health services.
- Specialist psychological and behavioural agencies.

St Mark's College will actively involve families in any behaviour support and programs provided for their child.

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 in line with evidence of progress. Teachers will collect data and regularly review the plan with the student, family and the student support team.

St Mark's College Revision Record

Document Title	Building Respectful Relationships Policy & Procedure
Document Date	January 2023
Review Date	January 2027

APPENDICES

1. Behaviour Support Plan

Support Categories	Support Strategies	Responsible Person
Behaviour Expectations		
Internal Support		
Parent/Caregiver Support		
Teaching and Learning Support		
External Support		
Site response to student not meeting the behaviour expectation		
Plan Review		
Others with a Duty of Care		
Signatures		

2. Ready to Learn Plan

Ready to Learn Plan

This ready to Learn Plan will assist me to become present, centered, and ready to learn

Name:

Sometimes at school, I get escalated and frustrated this can happen when....

(Example: When people near me make personal comments)

When I get escalated or frustrated, my behaviour can look like...

(Example: I want to tell them that it's not fair and I get aggressive)

The physical response in my own body is...

(Example: I can feel my heart rate increase and I take shorter breaths)

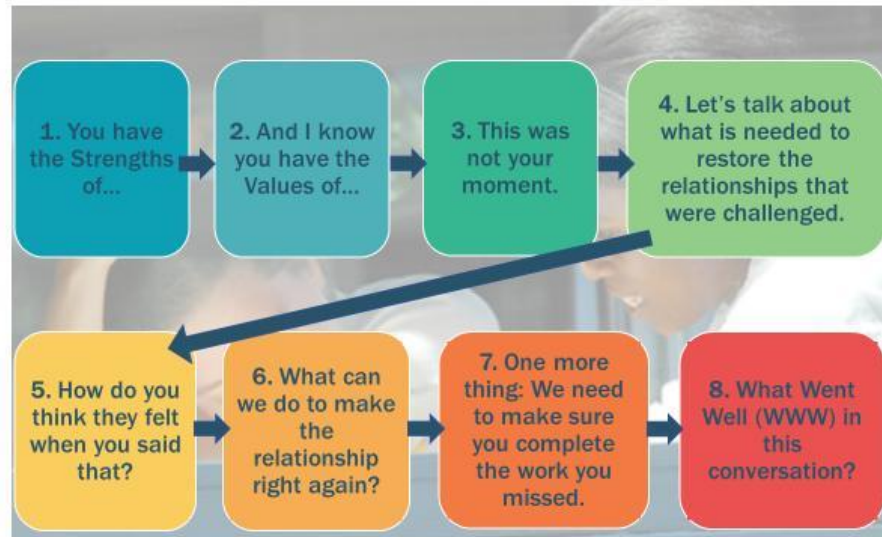
Some things I can do to help myself de-escalate are:

	Take a deep breath or mindful breathing (use the app smiling minds)
	Ask for 2 minute or 5-minute time out (use space in back of classroom)
	Spend time doing a sensory activity
	Ask to talk to a calming friend or teacher

What else works for both you and the teacher

3. Restorative Practices Triage Conversation

Triage Conversation Formula



Student Example

