



Galilee
Catholic School

welcoming › respecting › constructing

GALILEE CATHOLIC SCHOOL BEHAVIOUR POLICY AND PROCEDURES

Nurturing Respectful Relationships “Together we grow”

Together we grow as a learning community grounded in the person and teaching of Jesus to create a world that is welcoming, respecting and constructing.

RATIONALE

*"Let us love not just in words and talk;
it must be true love, which shows itself in action".*

1 John 3:18

In partnership with families and communities, Galilee Catholic School shares the responsibility to encourage positive social participation, self-management and life-long learning:

- All members of the school community share responsibility for maintaining and contributing to personal safety and responsibility within the school
- We recognise that each child is competent, capable and made in the image of God
- We affirm that parents are the first and primary educators of their children and work in partnership with the school

We foster a dynamic learning environment, where the curriculum is relevant and teaching methodologies are effective:

- Effective teaching and learning is grounded in positive relationships
- The teacher plays a significant role in establishing and maintaining a cooperative and productive learning environment

UNDERLYING PRINCIPLES

At Galilee Catholic School the development of personal responsibility processes is formulated in the light of Christian values and Catholic Social Teaching principles. These ensure the rights of teachers and children to grow and learn together in a safe and caring environment.

Galilee Catholic School's core values of Welcoming, Respecting and Constructing underpin how we live and relate together. We respect the dignity and rights of each individual through a model of Restorative Practice.

Welcoming

In practice, a commitment to welcoming means we are building an inclusive community which values each person in a safe and supportive learning environment.

Respecting

In practice, a commitment to respecting means we nurture self-worth and respect for everyone's dignity. We respect and care for property and the environment, and recognise forgiveness, reconciliation and justice are important elements of personal responsibility.

Constructing

In practice, a commitment to constructing means we understand nurturing respectful relationships as a process requiring skill development in the areas of self and social awareness and management.

RESPONSIBILITIES

Responsibilities of leadership are to:

- Model and support values of welcoming, respecting and constructing
- Promote the development of relevant curricula, teaching methodologies, school practices and physical environments which support the needs and interests of students
- Provide opportunities for all educators to gain knowledge, understanding and skills in modelling and teaching responsible behaviour
- Involve, where appropriate, Catholic Education Office personnel and other agencies to support staff and families develop personal responsibility

Responsibilities of educators are to:

- Form positive relationships with children

- Create welcoming, respectful and constructive learning environments
- Provide curriculum and learning methodologies that are relevant to the children and nurture development of personal responsibility
- Promote an environment that respects differences in cultural background, family circumstances and special rights
- Continue to develop knowledge, understanding and skills in modelling language and teaching personal responsibility and restorative practices
- Report any serious incidents to the Principal and/or leadership team

Responsibilities of children are to:

- Respect and support the rights of other children, educators, themselves and the environment
- Work cooperatively, participating in the teaching and learning processes to the best of their ability
- Welcome and accept others, their beliefs, ideas and practices respecting the dignity and diversity of all people
- Be aware and accept responsibility for their behaviour choices
- Respect and have a desire to participate in the restorative process

Responsibilities of parents are to:

- Encourage their children to respect and support the rights of others in the light of Gospel values
- Be actively involved in the discussion and decision making relating to their child's behaviour management through a restorative process
- Be aware of and support the school's policies and procedures relating to the development of personal responsibility
- Actively support educators in maintaining a safe and supportive learning environment for all
- Communicate respectfully to seek constructive solutions

PREVENTION

An agreed understanding of respect (Homeroom Agreements)

The 5 dimensions of respect are

1. Respect for self
2. Respect for others
3. Respect for teachers
4. Respect for learning
5. Respect for environment

A commitment to learning

Galilee Catholic School will:

1. Explicitly teach about our values of respecting, welcoming, constructing
2. Visually represent the Homeroom Agreement on respect
3. Actively affirm and celebrate respectful behavior across the school
4. Measure inappropriate behavior against the homeroom agreement
5. Use whole school practices

A consistent approach to disrespectful behaviour (Restorative Practice)

Galilee Catholic School will employ and teach a restorative process which is detailed in our procedures document:

1. Affective statement to support respect for learning
2. Restorative conversation to repair relationships in discord
3. Restorative conference to re-engage with the community

INTERVENTION

Restorative Practice

To support the underlying principles of Galilee Catholic School, and assist children in developing and maintaining respectful relationships Galilee Catholic school draws on Restorative Practices:

- A series of processes that support positive resolutions to conflict between two or more individuals, whilst upholding the safety and dignity of all
- Understanding, learning and practicing the restorative process assists in the development of the skills to resolve conflict
- Consequences within the restorative process follow natural justice and are relational, proportional and related to the behaviour

Support for Restorative Practices

When Extra Support is Needed for Respectful Behaviour

When a child's behaviour continues to be disrespectful of learning, relationship or community the school will require a meeting with the family to plan how to support the child to participate in respectful behaviour. This may include a request for the family to enlist support services to assist the child to understand the negative impact of their behaviour, regulate their behaviour and be respectful.

When a Family Refuses to seek Extra Support for Disrespectful Behaviour

When a family refuses to support the school and is not honouring its primary responsibility as first educators of their children, the enrolment agreement between the family and school will be considered untenable and the necessary process for assisted transfer will follow.

When Children Refuse to Participate in Restorative Processes

When a child refuses to participate in a restorative process they are choosing to remain in discord with another person or the school community. For the safety and wellbeing of others or the good of the community the child exhibiting this disrespectful behaviour is unable to return to the learning space until a restorative session is held.

When Families Prohibit Participation in Restorative Processes

When a family prohibits their child participating in restorative processes they are not honouring the enrolment agreement. For the safety and wellbeing of others or the good of the community the school will meet with the family to review the child's enrolment.

Case Management

Is important that all children are held to the same standard of accountability regarding their behaviour. Is also important to understand that children begin the journey of behaviour accountability from different places. Some children with a disability or behavioural disorder are such children. It is imperative that expectations enable all children to be seen as capable and competent. Expectations for children with a disability or behavioural disorder requires us to ensure that the child can meet that expectation.

School leaders and staff will respond to the diverse needs of all students, when designing case management plans for 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.

RESOURCES:

SACCS Building Respectful Relationships: Behaviour Education and Student Behaviour Support

- Policy

<https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-31741/Building+Respectful+Relationships+Behaviour+Education+and+Student+Policy.pdf>

SACCS Building Respectful Relationships: Behaviour Education and Student Behaviour Support – Procedure

<https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-31742/Building+Respectful+Relationships+Behaviour+Education+and+Student+Behaviour+Support+Procedure.pdf>

SACCS Building Respectful Relationships: Student Suspension and Cancelling Enrolment - Procedure

<https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-31743/Building+Respectful+Relationships+Procedures+for+Suspension+and+Cancelling+Enrolment.pdf>

SACCS Duty of Care policy

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

SACCS Policy for the Care, Wellbeing and Protection of Children and Young People

<http://online.cesanet.adl.catholic.edu.au/docushare/dsweb/Get/Document-13163/Policy+for+the+Care+Wellbeing+and+Protection+of+Children+and+Young+People+18+November+final.pdf>

Protective practices for staff in their interactions with children: Guidelines for schools, preschools and out of school hours care © 2011 Government of South Australia, Department of Education and Children's Services

https://www.education.sa.gov.au/sites/g/files/net691/f/protective_practices_for_staff_in_their_interactions_with_children_and_young_people.pdf

SACCS Catholic Education SA Mission, Values and Vision Statement

<http://online.cesanet.adl.catholic.edu.au/docushare/dsweb/Get/Document-19939/CESA+-+Mission+Values+and+Vision+Revised+version+July+2012.pdf>

Disability Discrimination Act 1992

<https://www.legislation.gov.au/Details/C2016C00763>