

### What is the role of the parent/carer?

- Listen
- Stay calm and positive
- Ask your child for details of what has happened to them
- Ask your child what they want to do about it and how you can help
- Discuss and practice strategies to develop:
  - resilience
  - solving problems
  - getting along
  - conflict resolution
  - knowledge on online bullying
- Do not advise your child to fight or be in conflict with the other child
- Contact the school and work together
- Seek help for your child - GP, counselling etc

### What if behaviours are ongoing?

- Behaviour support accessed through Catholic Education SA.
- Case Management Plan when students have disability or behaviour needs
- Work with families to access services such as counselling, GP etc.

### What if the child has a disability or identified behaviour need?

At Galilee Catholic School all students are seen as capable and competent and valued members of the community as per the *Disability Discrimination Act 1992*.

Students are supported via developing individual Case Plans which are reviewed.

### Is it Bullying?

If the behaviour is identified as bullying the process changes to the procedures as per the Anti-bullying policy.

Restorative Practices is a process recommended for Anti-Bullying on the Australian Government Website: Bullying No Way!

## Four Tiered model for responding to behaviours

This model represents Galilee Catholic School's commitment to responding through a restorative process where 'consequences' are relational, proportional and related to behaviours.

### Tier 1 Behaviours

These are about learning to learn and learning to get along. Affective statements are used and support for learning and relationships is provided.

### Tier 2 Behaviours

These are low level behaviours. They could be ongoing and disruptive to learning and/or disrespectful of others. The restorative conversation and agreement includes consequences to make things right and may include a short time away to learn and play in different areas.

### Tier 3 Behaviours

These are one-off serious behaviours or repeated low level behaviours. They are disrespectful and physically hurt the learning and/or others. The restorative conversation and agreement includes consequences to repair the harm and requires a separate space to learn and play for a period of time. Parents are contacted. The Well-being Coordinator is involved, possibly school leadership.

### Tier 4 Behaviours

These are extreme or repeated serious behaviours. They are very disrespectful and demonstrate total disregard of the learning community and/or others. The restorative conversation and agreement includes consequences to repair the harm. Immediate removal from the environment/school and a re-entry plan are required. Parents and school leadership involved and CESA and outside agencies may be involved.

### What is restorative practice?

Restorative Practices are a series of processes that support positive resolutions among two or more individuals, while upholding the dignity of all.

- ◆ Relies on a desire to resolve conflict through participation
- ◆ Students are taught skills and practice restorative processes
- ◆ Values diversity and builds understanding
- ◆ Creates harmony and calmer schools
- ◆ Develops resilience

*At Galilee Catholic School Restorative Practices rests on the following:*

#### **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. Explicit teach our values of respecting, welcoming, constructing
2. Visually represent the Homeroom Agreement
3. Actively affirm and celebrate respectful behaviour across the school
4. Measure inappropriate behaviour against the Homeroom Agreement.
5. Use whole school practices ie: survey, education, provide information and training

### What is an agreement?

- ◆ A statement of what the person/s harming needs to do to make things better
- ◆ Agreed to by both through negotiation
- ◆ Has a consequence if the agreement breaks down

### What does the restorative process look like?

- A. Withdrawal of person harming until the restorative conversation is agreed to and a time set.
- B. Preparation for the conversation for all.
- C. Lead by a teacher and includes:
  - An agreement of what needs to happen to make things better
  - Consequence if agreement is not honoured (tiered model is a guide)
  - Signatures of all parties
  - Date of review
  - Well-being coordinator notified
  - Listed on behaviour register

If the agreement is not adhered to, then the consequences in the agreement are put in place.

### When is a resolution more likely?

- ◆ Knowing the consequence follows natural justice and is:
  - ◆ Relational
  - ◆ Proportional
  - ◆ Related to the behaviour
- ◆ Knowing the consequence is not:
  - ◆ Punishment
  - ◆ Retaliation
  - ◆ Revenge
- ◆ Consequences are that which put right the grievance



**Galilee**  
Catholic School

welcoming › respecting › constructing

## **Nurturing Respectful Relationships**

### **Behaviour Guidelines for students and families**

*It's everyone's responsibility*

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

1 John 3:18

NB: This document is to be read in conjunction with the Galilee Catholic School Nurturing Respectful Relationships Behaviour and Anti-Bullying Policies.