

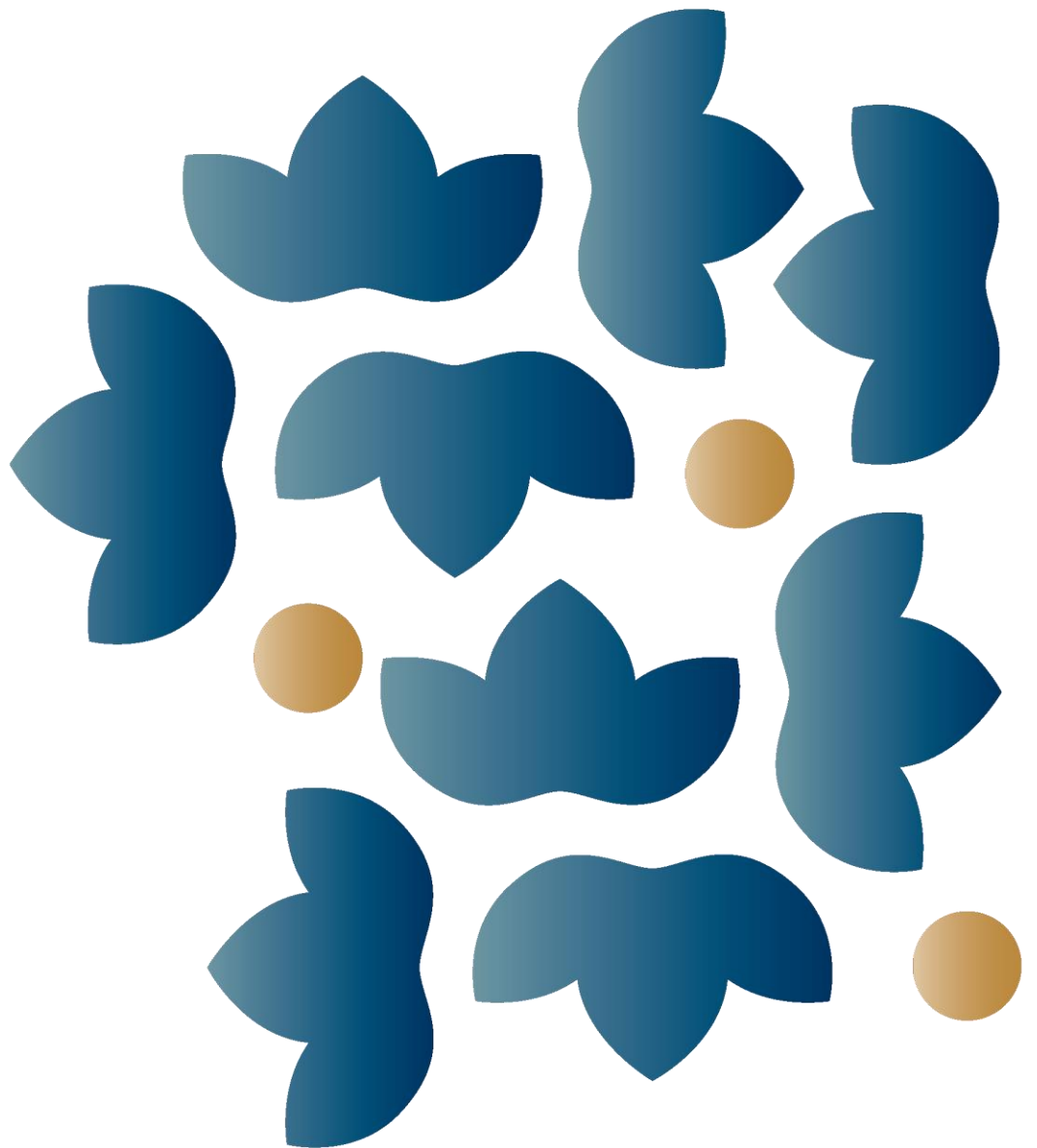


**St Joseph's
School**

HINDMARSH

Policy

Respectful Relationships



CONTEXT

The vision which underpins this policy identifies St Joseph's School Hindmarsh (SJSH) as a place which witnesses to the Gospel and which respects individual dignity through authentic pastoral care. In the tradition of the Josephites, we work as a community to share our vision 'In all things love' and to carry out our mission, 'to be on earth the heart of God.' We value the presence of God in all people and seek to honour and respect the dignity and worth of each person as we work in partnership with families.

At SJSH, the whole school community fosters the total development of students in a Christian environment in the light of the Gospels. This policy acknowledges that by supporting and empowering the students to grow in responsibility for their own learning and choices, we are affirming a lifelong process of growing into authentic personhood and freedom that we all share.

CATHOLIC EDUCATION: NURTURING RESPECTFUL RELATIONSHIPS

Respectful relationships honour encounter. Encounter is intimate, open and ethical. It is characterised by listening to the other, honouring the experiences that have formed them and valuing them as people of worth. In Catholic schools, being known, feeling connected and believing you matter, are core to respectful relationships.

Engaging in respectful relationships requires formation and education. Attaining the skills necessary for respectful relationships begins with a commitment to the good of the child or young person and is characterised by an ethic of care. It requires explicit teaching of, and practice in, social and emotional competencies. It is a partnership with families. It is grounded in a pedagogy of love that holds human flourishing as its purpose.

This policy commits to affirming the innate goodness of all human beings. From this resolute commitment, it establishes:

- Encounter as the place of respectful relationships.
- An ethic of care as the basis of encounter in Catholic schools.
- Social and emotional learning for respectful relationships as an exercise of ethical care.
- Respectful relationships as a defining experience of Catholic education.

It is the policy of St Joseph's School Hindmarsh, that we as a Catholic community:

1. *Maintain* respect in all interpersonal interactions. Respect is pivotal to appropriate social interaction, desirable peer relations and productive learning habits. Respectful engagement is vital to one's own sense of well-being, the good of others and contributing positively to the communities in which we participate.
2. *Hold* respect at the centre of all formational and educational endeavours. Creating and maintaining a community of respect requires all members of the community to know what respect is, understand what respect is asking of them, experience respect and act respectfully.
3. *Exercise* respect at all functions that pertain to the life of the school. The community life of a school encapsulates all those activities that celebrate its identity and purpose. As a Catholic community such activities carry an expectation to convey a message of respect consistent with the gospel dictate to love.
4. *Demonstrate* respect in all public statements of the school. Being respectful is overt, transparent, consistent and accountable. Being a community of respect establishes a culture for which all members of the community are responsible.

A COMMUNITY OF RESPECT

At SJSH we believe respect is pivotal to appropriate social interaction, desirable peer relations and productive learning habits. We believe learning to live harmoniously is vital to one's own sense of well-being, the safety of others and contributing positively to the communities in which we participate. We also believe learning to be respectful is often at the centre of supporting children to use desirable ways to communicate and behave. For this reason, we affirm that behaviour education involves a partnership with families and is consistent with the educational and formational task of Catholic education.

To support us in being a community of respect and to teach children how to communicate, behave appropriately and nurture respectful relationships SJSH draws on the process of Restorative Practice. Restorative Practice is based on an acknowledgement of the dignity and worth of each person; it proceeds on the basis that unresolved conflict between two or more persons will negatively affect all those involved. Restorative Practice affirms that those in conflict must be involved in the resolution of the conflict. As such, the processes model and practise the necessary life skills to resolve conflict. Restorative Practice aims towards building a community that values diversity, rigorous debate and respect for self and other. These are the hallmarks of a community of respect and a learning community focused on forming hearts and minds in love.

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

1. DIMENSIONS OF RESPECT IN A COMMUNITY OF RESPECT

The five dimensions of respect in a community of respect are:

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

2. NURTURING RESPECT IN A COMMUNITY OF RESPECT

Nurturing respect in a community of respect requires:

1. Explicit teaching of respect
2. Visual references to the five dimensions of respect in each classroom
3. Affirming respectful behaviour across the school
4. Measuring inappropriate behaviour against one of the five dimensions of respect and describing respectful behaviour

3. BEING RESPECTFUL IN A COMMUNITY OF RESPECT

Being respectful in a community of respect involves three levels:

1. Respect for Learning
2. Respect in Relationships
3. Respect of Community

RESTORATIVE PRACTICES FOR BEING A COMMUNITY OF RESPECT

Fundamental to creating and maintaining a community of respect is:

1. having high expectations for everyone to honour the five dimensions of respect
2. provision of high and consistent support for everyone to share in nurturing respect
3. giving clear feedback about behaviour that is not respectful
4. provision of processes to repair the harm caused by disrespectful behaviour.

The descriptions below relate to the three levels of Being Respectful in a Community of Respect. They are intended to be indicative of behaviour, identify who is responsible for behaviour interventions at each level and describe the nature of the intervention.

1. RESPECT FOR LEARNING

Classroom teachers, specialist teachers and yard duty teachers are responsible for ensuring that classrooms and outdoor learning/play environments are physically safe, emotionally secure and respectful.

In these learning/play environments, disrespectful behaviour is behaviour that is physically unsafe for any person, emotionally intimidating or disrespectful of others, their property, the learning or the environment.

Here, if teachers believe a behaviour intervention is warranted they would deliver an Affective Statement to provide the student with an opportunity to appropriately amend their behaviour.

If an Affective Statement does not obtain the desired respectful behaviour, staff are required to follow the procedures outlined in the flow chart.

Please note that asking a child to leave the classroom or play area after delivering an Affective Statement is an indication that the relationship between the adult (ie the teacher) and the child needs to be restored.

2. RESPECT IN RELATIONSHIPS

Respect is a basic human right. Respect for another person is an acknowledgement of their human dignity. Respect for one another is a fundamental requirement of community. Through respect all members of the community know they are physically safe and emotionally secure. When a breakdown in respect occurs relationships are harmed.

Disrespectful behaviour in relationships is any behaviour that fails to affirm the dignity of another person or rejects the delegated authority of teachers to maintain a physically safe and emotionally secure school community.

To put right the harm that has been caused and to resolve the conflict, it is necessary for those in discord to participate in a Restorative Conversation. When the discord is between children, the class teacher is the appropriate person to facilitate the Restorative Conversation. When the discord is between a child and a teacher or between staff members, it is appropriate that a member of leadership facilitate the Restorative Conversation.

If the agreement from the Restorative Conversation is not honoured and disrespectful behaviour toward the other person continues, the person being harmed is asked to report the harm to their teacher or a member of the school leadership. Repeated disrespectful behaviour following a Restorative Conversation will result in the need for a Restorative Conference.

3. RESPECT FOR COMMUNITY

Community is, by its very nature, an experience of belonging where all people feel physically safe and emotionally secure. It is held together by a shared identity, a common purpose and a set of values that govern social interaction. SJSH is a Catholic learning community that values respect as the core of belonging. Therefore, deciding to be a member of the SJSH community is a decision to contribute respectfully to its identity, participate respectfully to its purpose and to actively respect the values that support social interaction. At this level disrespectful behaviour is behaviour that actively seeks to erode community.

To repair the harm that has been caused to the community and to reconnect the individual(s) to the community, a Restorative Conference is necessary. A Restorative Conference brings together those who have been affected by ongoing disrespectful behaviour or behaviour that is disrespectful of community.

An Affective Statement is four sentences:

1. An affirmation of the child as a valuable human being
2. Names the inappropriate behaviour and how it is disrespectful of one of the five dimensions
3. Tells the child how their disrespectful behaviour made you feel
4. Tells the child what you want them to do and how it is respectful

A Restorative Conversation seeks to do the following:

1. Facilitate a respectful dialogue between those in discord
2. Identify the harm caused to a relationship
3. Elicit an empathic response from the person exhibiting disrespectful behaviour
4. Discuss how to repair the harm to the relationship
5. Establish an agreement that describes respectful interaction
6. Support those in discord to maintain a respectful relationship

A Restorative Conference seeks to do the following:

1. Facilitate a respectful dialogue between those affected by ongoing disrespectful behaviour or behaviour that has been disrespectful of community
2. Identify the harm caused to another person or the community
3. Elicit an empathic response from the person exhibiting disrespectful behaviour
4. Discuss how to repair the harm that has been caused to the other person/people or community
5. Establish an agreement that commits to respectful behaviour
6. Establish ongoing mechanisms to support growth in respectful behaviour

Regarding specialist lessons and OSHC, the process is that an affective statement is given by the specialist teacher/OSHC staff member. If the student continues to show disrespect, the student will go to a support teacher (OSHC or to a member of leadership). It is the responsibility of the classroom teacher to facilitate a restorative conversation with the specialist teacher/OSHC worker and student.

It should be noted that when two students are in conflict during specialist lessons, the classroom teacher is to conduct the restorative process as they have the strongest relationship with the student.

If students are sent to a support classroom, the teacher is committing themselves to a restorative conversation with the student(s) and class teacher. Leadership should only be included in restorative conferences (with the exception of OSHC staff). If students are sent to a support classroom, students are to be there for ten minutes and with no work to complete.

ST JOSEPH'S SCHOOL HINDMARSH - RESPECTFUL RELATIONSHIPS PROCEDURE

The descriptions below relate to the three levels of Being Respectful in a Community of Respect identified in the Respectful Relationships Policy. They are intended to identify who is responsible for behaviour interventions at each level, describe the nature of the intervention and clarify the movement between the restorative interventions.

4. RESPECT FOR LEARNING

Classroom teachers, specialist teachers and yard duty teachers are authorised with the responsibility to ensure that classrooms and outdoor learning/play environments are physically safe, emotionally secure and respectful.

In these learning/play environments, disrespectful behaviour is behaviour that is physically unsafe for any person, emotionally intimidating or disrespectful of others, their property, the learning or the environment.

In such cases, if teachers believe a behaviour intervention is warranted, they would deliver an Affective Statement to provide the student with an opportunity to appropriately amend their behaviour.

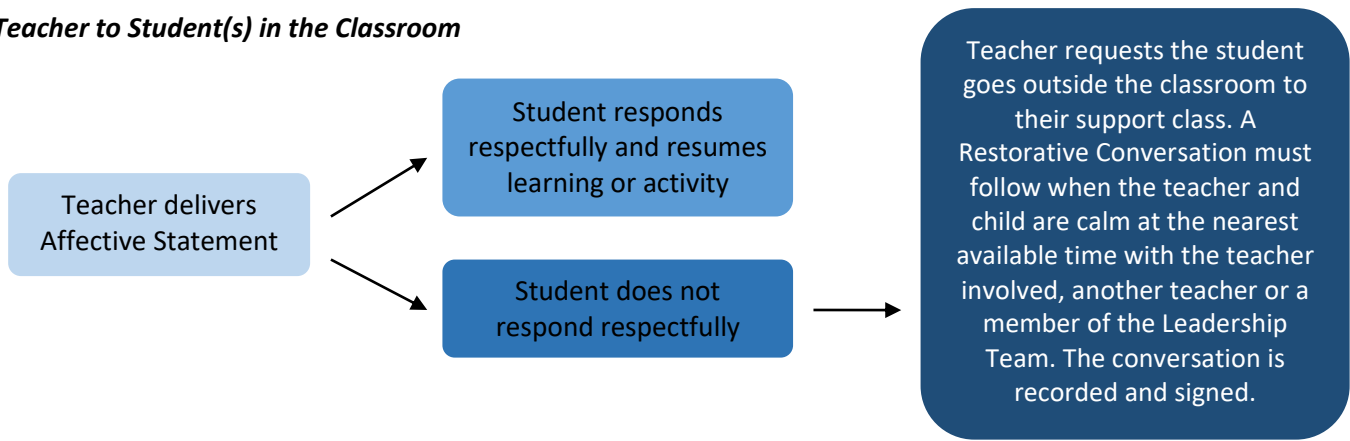
If an Affective Statement does not obtain the desired respectful behaviour, staff are required to follow the procedures outlined in the flow chart.

Please note that asking a child to leave the classroom or play area after delivering an Affective Statement is indicative that the relationship between you and the child needs to be restored.

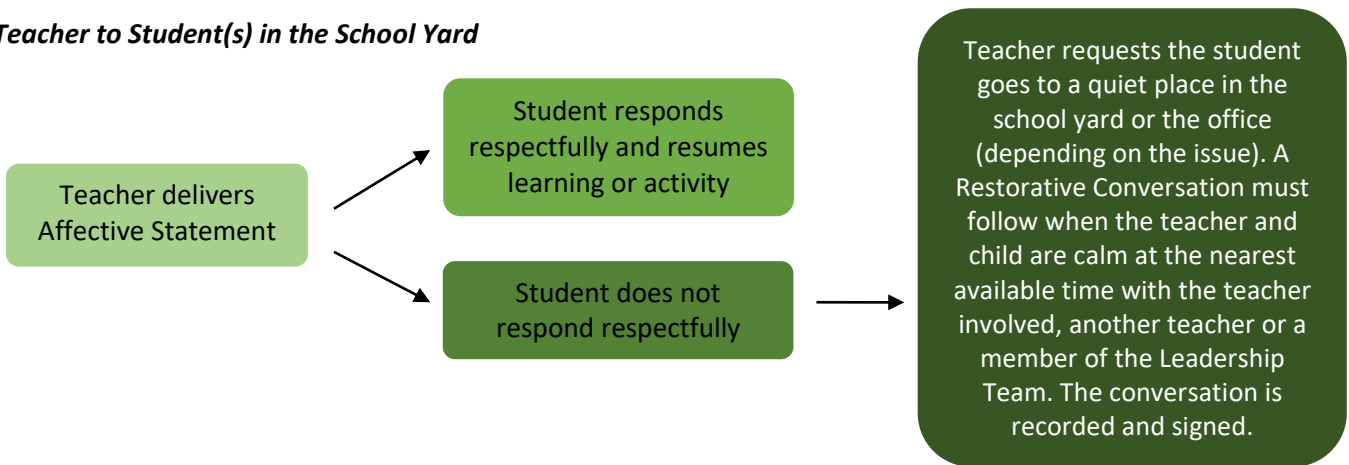
An Affective Statement is also the first step in conflict resolution between students. If this is unsuccessful in resolving the conflict, a Restorative Conversation will follow.

FLOW CHARTS – AFFECTIVE STATEMENTS

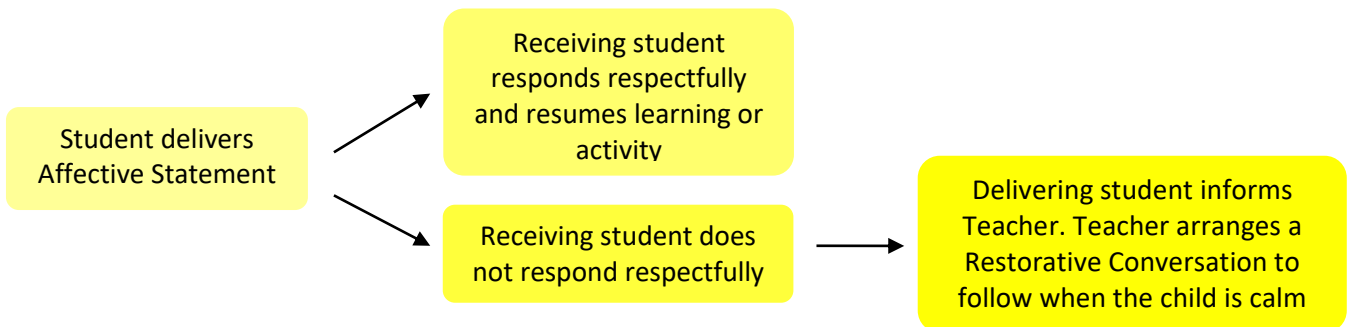
Teacher to Student(s) in the Classroom



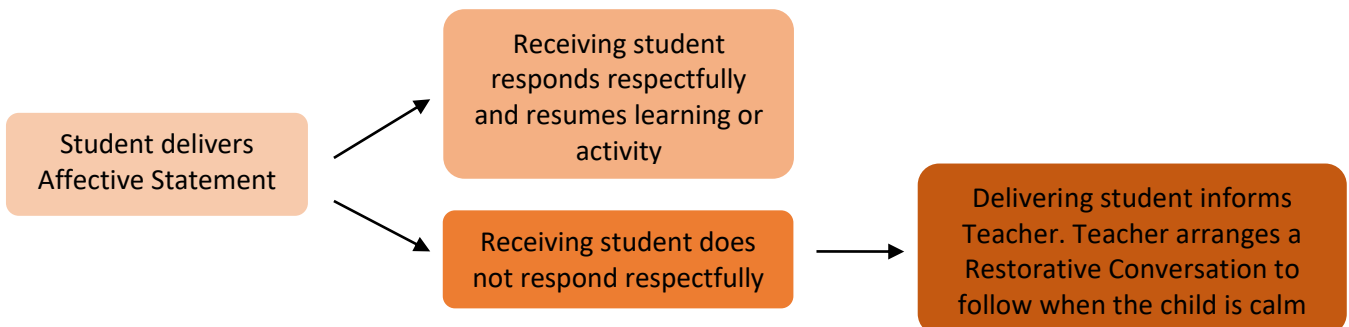
Teacher to Student(s) in the School Yard



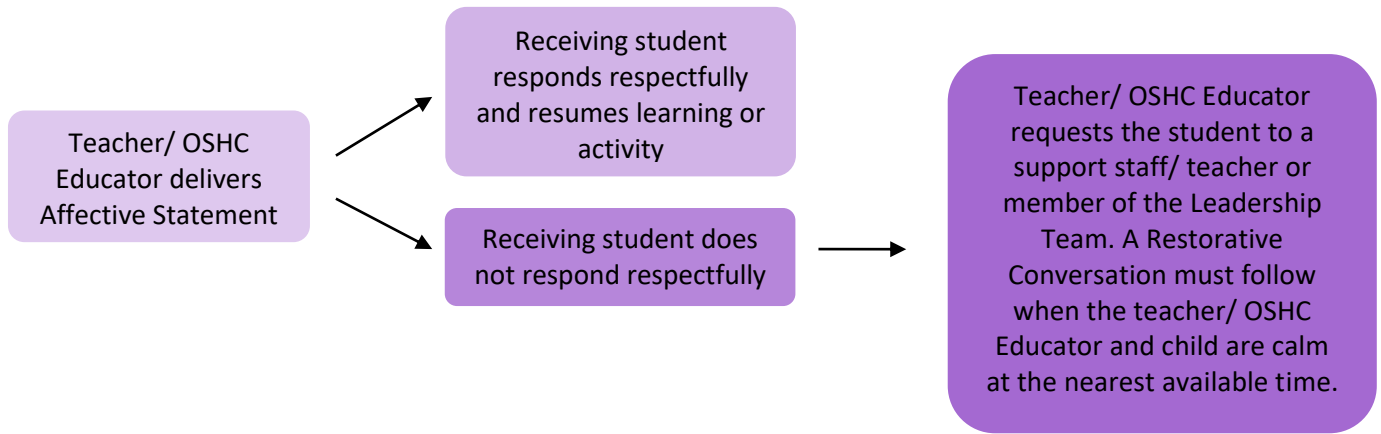
Student to Student(s) in the Classroom



Student to Student(s) in the School Yard



Specialist Teacher or OSHC Educator to Student(s)



5. RESPECT IN RELATIONSHIPS

Respect is a basic human right. Respect for another person is an acknowledgement of their human dignity. Respect for one another is a fundamental requirement of living in community. Through respect all members of the community know they are physically safe and emotionally secure. When a breakdown in respect occurs, relationships are harmed.

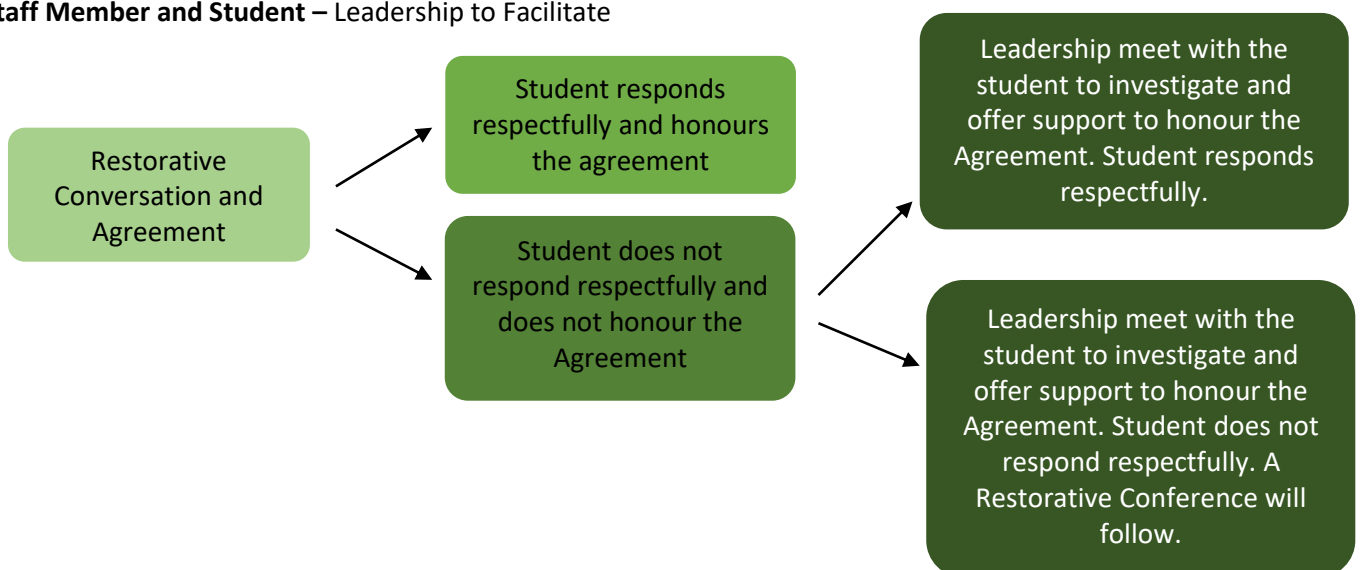
Disrespectful behaviour in relationships is any behaviour that fails to affirm the dignity of another person or rejects the delegated authority of teachers to maintain a physically safe and emotionally secure school community.

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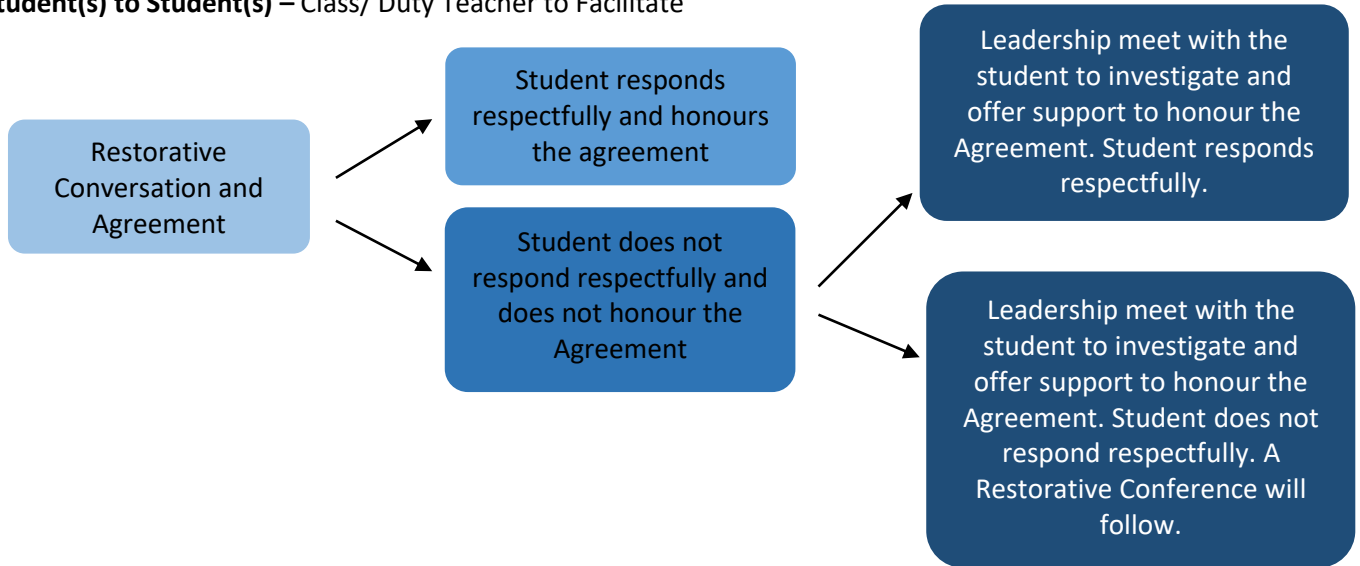
If the agreement from the Restorative Conversation is not honoured and disrespectful behaviour toward the other person continues, the person being harmed is asked to report the harm to their teacher or a member of the school leadership. Repeated disrespectful behaviour following a Restorative Conversation will result in the need for a Restorative Conference.

FLOW CHARTS – RESTORATIVE CONVERSATIONS

Staff Member and Student – Leadership to Facilitate



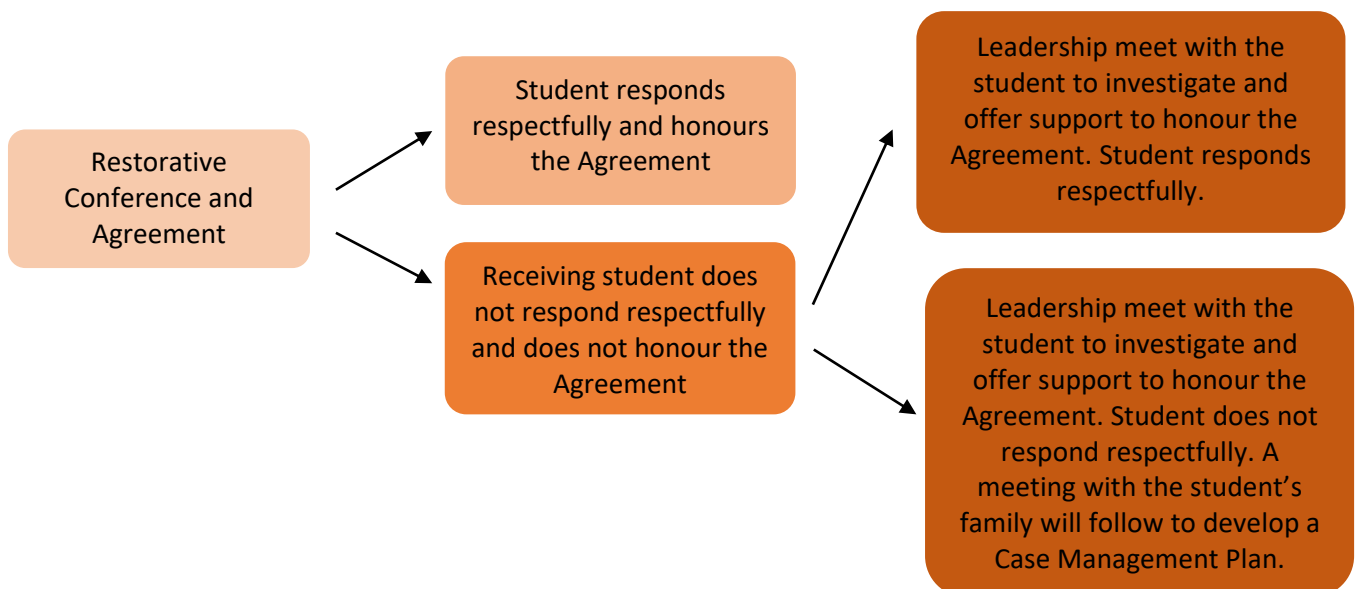
Student(s) to Student(s) – Class/ Duty Teacher to Facilitate



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To repair the harm that has been caused to the community and to reconnect the individual(s) to the community a Restorative Conference is necessary. A Restorative Conference brings together those who have been affected by ongoing disrespectful behaviour or behaviour that is disrespectful of community.

FLOW CHART – RESTORATIVE CONFERENCE



CASE MANAGEMENT

The Case Management process will identify the following:

1. Who is the child? Student with a disability, exhibiting complex behavioural issues, diagnosed or undiagnosed or is significantly behind their peers with regard to social- emotional learning.
2. Who is the Case Management Team? (school, home, other)
3. What are the child's needs? (sensory, environmental/spatial, learning, social/emotional, other) Are there any reports to assist in understanding the child's needs?
4. What is the behaviour? (nature, frequency, patterns, intensity)
5. What is the agreed plan across the Case Management Team for teaching or supporting the child to achieve the desirable standard of behaviour?
6. What is the agreed plan across the Case Management Team for responding to inappropriate behaviour?
7. What is the agreed post-incident plan across the Case Management Team for the student to return to learning?
8. How might restorative interventions be part of the Case Management Plan?
9. When will the Case Management Team meet to review the Case Management Plan?

APPENDIX 1

An Affective Statement

1. An affirmation of the child as a valuable human being
2. Names the inappropriate behaviour and how it is disrespectful of one of the five dimensions
3. Tells the child how their disrespectful behaviour made you feel
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A Restorative Conversation seeks to do the following:

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6. Support those in discord to maintain a respectful relationship.

A Restorative Conversation Script

Introduction

Conversation

- P What happened?
V What did you think when you realised what had happened?
F Summarise or paraphrase the dialogue
- P What were you thinking at the time?
V What has been the hardest thing for you since the incident?
F Summarise or paraphrase the dialogue
- P Who has been affected by what you did and how?
V How has this affected you and others?
F Summarise or paraphrase the dialogue
- V What do you think needs to happen to make things better?
P What do you need to do to make things better?
F Summarise and Negotiate

Conclusion & Agreement

A Restorative Conference seeks to do the following:

1. Facilitate a respectful dialogue between those affected by ongoing disrespectful behaviour or behaviour that has been disrespectful of community
2. Identify the harm caused to another person or the community
3. Elicit an empathic response from the person exhibiting disrespectful behaviour
4. Discuss how to repair the harm that has been caused to the other person/people or community
5. Establish an agreement that commits to respectful behaviour
6. Establish ongoing mechanisms to support growth in respectful behaviour.

A Restorative Conference Script

Introduction

Conversation

P What happened?

V What did you think when you realised what had happened?

F Summarise or paraphrase the dialogue

P What were you thinking at the time?

V What has been the hardest thing for you since the incident?

F Summarise or paraphrase the dialogue

P Who has been affected by what you did and how?

V How has this affected you and others?

F Summarise or paraphrase the dialogue

V What do you think needs to happen to make things better?

P What do you need to do to make things better?

F Summarise and Negotiate

Conclusion & Agreement

APPENDIX 2 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 for no apparent reason 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.

Families will be supported in this process.

When Children Refuse to Participate in Restorative Interventions

When children refuse to participate in a restorative intervention they are choosing to remain in discord with another person or the school community. In this instance another person is left feeling physically unsafe, emotionally insecure and unable to learn/teach, or the community is being disrespected. While restorative interventions seek to repair harm and reconnect, they can only do so if the child exhibiting disrespectful behaviour is willing to participate. For the safety and wellbeing of others or the good of the community, the child exhibiting disrespectful behaviour is externally suspended.

When Families Prohibit Participation in Restorative Interventions

When a family prohibit their child participating in a restorative intervention they are not honouring their enrolment agreement to be in partnership with Catholic education in forming their child's heart and mind in love. When restorative interventions to repair the harm and reconnect the child are not an option this facilitates others feeling unsafe, emotionally insecure, and unable to learn/teach or the community being disrespected. For the safety and wellbeing of others or the good of the community the child exhibiting disrespectful behaviour is externally suspended and the school will meet with the family to discuss conditions of re-entry.

When a Family Refuses to be involved in a Restorative Conference

When a significant incident, such as those listed as disrespectful behaviour that actively seeks to erode the community, occurs a Restorative Conference must take place to repair the harm and reconnect the child to the community. As part of the enrolment agreement we require families to participate actively and constructively in these. If a family refuses to participate in a Restorative Conference they are not honouring their enrolment agreement to be in partnership with Catholic education in forming their child's heart and mind in love. Without this support others, are left feeling unsafe, emotionally insecure, and unable to learn/teach or the community being disrespected. For the safety and wellbeing of others or the good of the community the child exhibiting disrespectful behaviour is externally suspended and the school will meet with the family to discuss re-entry or other possible consequences.

When Staff Refuse to Participate in Restorative Interventions

Staff members in Catholic schools are employees of the Catholic Church and by virtue of their employment participate in the mission of the Church. As such they share the ministry of Jesus Christ. At the centre of Jesus' ministry was the healing of relationships that all may have fullness of life. Consistent with this, all employment contracts in Catholic schools in South Australia require employees to support the Catholic identity of the schools. Employees in Catholic education are relationship healers.

It is expected that as an employee of St Joseph's School Hindmarsh, staff will be required to participate in a restorative intervention to support the Catholic identity in conflict resolution. This will ensure the safety and wellbeing of others or the good of the community.



Craig Costello
Chairperson

Dated: 10th May 2022



Maria D'Aloia
Principal

Dated: 10th May 2022

REVISION RECORD

Document Title	Respectful Relationships
Document Type	Policy
Document Date	May 2022
Review Date	May 2025
Revision History	2016, 2019