



## **Building Respectful Relationships Procedure**

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### **SCHOOL VISION STATEMENT**

Dominican School in partnership with families, is a community which creates opportunities for encountering life to the full – in all its personal, religious, ecological, and cultural richness. Dominican School is a welcoming Christ-centered community bound by the Dominican Charism – VERITAS.

### **RATIONALE**

At **Dominican School**, we believe that every student is the responsibility of every teacher and all members of our school community share a commitment to ensuring the safety and wellbeing of every individual.

Student behaviour education and student behaviour support is a whole-of-school responsibility. All members of the Dominican 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.

### **CATHOLIC EDUCATION: A PARTNERSHIP WITH FAMILIES**

Catholic Education South Australia recognises that parents are the primary educators of their children. Schools collaborate with families to nurture young hearts and minds in faith, love, and learning.

### **A COMMUNITY OF RESPECT**

At Dominican School, modelling respectful behaviour reinforces our expectations of how we interact with one another. Leading by example is a powerful method for teaching students appropriate and respectful behaviour. It is crucial that all members of the community understand the meaning of respect, what it requires of them, and how their actions contribute to or undermine a respectful school environment. Respectful relationships enhance personal and community safety, promote wellbeing, foster responsibility, and support reconciliation.

To create and maintain a community of respect 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.

### **FUNDAMENTAL PRINCIPLES OF RESPECT IN A COMMUNITY OF RESPECT**

The five principles of respect are:

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

## FOSTERING A CULTURE OF RESPECT IN A COMMUNITY OF RESPECT

- Explicit teaching of respectful behaviours through Positive Behaviour Intervention and Support (PBIS).
- School-wide recognition and affirmation of respectful behaviours.

## POSITIVE BEHAVIOUR INTERVENTION AND SUPPORT

Positive Behaviour Intervention and Support (PBIS) processes for a whole school approach involve several key steps to ensure a consistent and effective approach to managing student behaviour. These steps help create a calm, safe, and positive school community, promoting academic success and positive behaviour among students.

1. **Shared Vision and Approach:** A shared vision and approach to supporting and responding to student behaviour in a mission or vision statement documented. (Appendix 1)
2. **School-wide Expectations/Values:** 3 positively-stated school-wide expectations/values are established and defined them for school routines or settings. Respect, Resilience and Responsibility. (Appendix 2)
3. **Explicit Teaching:** Explicitly teach school-wide expectations and other key social, emotional, and behavioural skills to set all students up for success. (Appendix 3 and 4)
4. **Multi-tiered Framework:** Implement a multi-tiered prevention framework guiding the use of evidence-based interventions to meet the academic, behaviour, and socio-emotional needs of all students. (Appendix 5)
5. **Data-driven Decision Making:** Use data to inform decision-making processes, ensuring interventions are effective and adjusted as needed.
6. **Professional Development:** Provide ongoing professional development opportunities for staff to support the implementation and sustainability of PBIS.
7. **Community Involvement:** Engage families and community members in the PBIS process to foster a supportive and inclusive school environment.

## BEING RESPECTFUL IN A COMMUNITY OF RESPECT

- **Respect for Learning** – Staff and students have the responsibility to ensure that classrooms and learning environments are safe, supportive, and respectful.
- **Respect for Relationships** – Acknowledging the dignity and rights of all individuals within the community so that they feel physically and emotionally safe.
- **Respect for Community** – Committing to respectful interactions and contributing to a positive school culture.

## RESTORATIVE PRACTICES FOR BEING A COMMUNITY OF RESPECT

Creating and maintaining a respectful community involves:

1. Setting high expectations for everyone to uphold the five dimensions of respect.
2. Providing consistent support to encourage everyone to nurture respect.
3. Offering clear feedback on behaviours that are not respectful.
4. Establishing processes to address and repair the harm caused by disrespectful behaviour.

To assist with this, Dominican School draws on Restorative Practices. Restorative Practices are premised on the innate dignity of each person.

Restorative practices are a set of approaches and principles aimed at improving and repairing relationships within communities. They focus on fostering dialogue, understanding, and mutual respect to address and resolve conflicts. Here are some key aspects:

- **Building Relationships:** Restorative practices emphasise the importance of strong, meaningful relationships among individuals. This helps create a supportive and connected community
- **Conflict Resolution:** Instead of prioritising punishment, restorative practices aim to repair harm through dialogue and understanding. This involves all parties affected by the conflict
- **Community Building:** These practices help build a sense of belonging and community by encouraging inclusive participation and collaboration
- **Educational Impact:** In schools, restorative practices can improve student behaviour, enhance school climate, and support student learning by creating a safe and respectful environment

Overall, restorative practices are about creating a culture where everyone feels valued and heard, leading to healthier and more resilient communities

## RESPONSIBILITIES

All members of the Dominican School community play a vital role in fostering positive relationships and behavioural practices. We believe that promoting, supporting, and modelling positive behaviour is a shared responsibility among students, staff, and families.

### Students will:

- Show respect, inclusivity, safety, and empathy in their words and actions.
- Engage positively with others.
- Restore relationships with staff support, following restorative justice practices.
- Take responsibility for their choices and behaviours.
- Seek staff support to make positive behaviour choices when needed.

### Parents/Caregivers will:

- Serve as positive role models for their children.
- Help their children interact positively and build resilience.
- Support Dominican School's behaviour management and restorative processes.
- Communicate with staff about their children's wellbeing and behaviour concerns.
- Collaborate with school staff to develop individualised positive behaviour plans for students needing additional support.

### Staff will:

- Establish age-appropriate classroom expectations aligned with the school's safety and wellbeing expectations.
- Engage students in wellbeing programs and initiatives.
- Actively model positive relationships with students, parents/caregivers, and colleagues.
- Create a welcoming, safe, and positive learning environment.
- Be positive, fair, and consistent.

- Communicate any concerns about students' behaviour and wellbeing with parents.
- Model positive interpersonal relations when interacting with students, colleagues, and families.
- Build trust-based relationships with parents/caregivers.
- Partner with parents and students to create individualised positive behaviour plans for students needing intervention.
- Ensure students are well-informed about and consistently apply the school's policies and procedures regarding bullying, harassment, and unsafe behaviour.

Teachers will take action as required by school policy and procedures when bullying, harassment, or unsafe behaviour is reported or observed. This includes:

- Listening carefully to all students who report incidents or issues.
- Asking students about the steps they have taken.

## **GUIDING PRINCIPLES**

### **1. Whole-School Responsibility for Student Behaviour Support and Education**

Every member of the Dominican school community plays a role in building a welcoming school culture and fostering respect and positive relationships.

### **2. Pastoral Care for the whole School Community and Leadership Responsibility**

School leaders ensure a safe, inclusive, and respectful learning environment. All behavioural decisions are guided by values of justice, compassion and a respect for the dignity of all involved.

### **3. Student Engagement and Connectedness**

Respect and belonging enhance student participation, wellbeing, and academic success. Dominican School is committed to learning and behaviour support as a critical factor in children and young people's continuing education and positive outcomes.

### **4. Building Personal and Social Capabilities**

Staff, students, and families work collaboratively to promote wellbeing and the development of personal and social capabilities to enhance learning and responsible citizenship.

### **5. School Responsibilities**

Staff design and implement behaviour support strategies that align with legal and ethical obligations, including child safety and anti-bullying policies.

## **STUDENT BEHAVIOUR EDUCATION**

Dominican School provides ongoing education programs to promote respectful relationships. Every year, at all year levels, learning will specifically address child safety, bullying and cyber bullying prevention and will promote the development of respectful relationships. These programs include:

- Keeping Safe: Child Protection Curriculum
- Crossways Religious Education Curriculum
- Made in the Image of God (MITIOG)
- Australian Curriculum – Personal and Social Capabilities

- Positive Behaviour Intervention and Support (PBIS) Framework

Learning and student behaviour support programs at Dominican are aligned within the school's values and charism.

## STUDENT BEHAVIOUR SUPPORT

While all students benefit from general behaviour support, some require additional interventions. The school provides:

- **Universal Support** – Teaching routines, emotional regulation, and conflict resolution.
- **Targeted Support** – Personalised behaviour plans, coaching, and short-term interventions.
- **Intensive Support** – Individualised positive behaviour and safety plans with specialised interventions and monitoring.

## DEVELOPING A STUDENT BEHAVIOUR SUPPORT PLAN

A **Student Behaviour Support Plan** is a collaborative, strengths-based approach involving the student, family, allied health support (where possible) and school staff. The plan is designed to support a student's participation in learning, to build and maintain respectful relationships and to actively participate in school life. Plans are regularly reviewed and adjusted based on student progress.

## SUPPORTING POLICIES AND PROCEDURES

The following documents should be read in conjunction with this procedure:

- CESA Building Respectful Relationships Policy
- CESA Bullying & Harassment Policy
- CESA Duty of Care Policy

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