



# ST MARY'S COLLEGE

EST. 1869

## **BUILDING RESPECTFUL RELATIONSHIPS:** BEHAVIOUR EDUCATION AND STUDENT BEHAVIOUR SUPPORT POLICY

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## 1. PURPOSE

The purpose of this policy is to articulate the position of St Mary's College in relation to building respectful relationships, positive behaviour education and student support. It outlines our foundational philosophy of restorative practices underpinned by a commitment to respectful relationships within our community.

## 2. SCOPE OF POLICY

The *Building Respectful Relationships: Behaviour Education and Student Behaviour Support Policy* outlines our beliefs and practices in these areas:

- Relationships.
- Respect.
- Responsibility - personal responsibility and the responsibility of others.
- Behaviour education and support.

This policy applies to all members of the St Mary's College Community.

## 3. POLICY AIMS

St Mary's College is committed to a community where:

- A safe, supportive and inclusive learning environment is provided to all students, supported by our Catholic Dominican Tradition, in which our values of truth, justice, and community are foundational.
- Leadership is visible and inspires the whole community to feel safe, included, connected and respected.
- High quality teaching and learning in behaviour education and positive behaviour support processes, enhance the personal and social capabilities of all students.
- Strategic and effective partnerships between school leaders, staff, students, families and allied health services, enhance respectful relationships and inform behaviour support initiatives.
- Catholic Social Teaching, restorative practice and procedural fairness inform our duty of care and pastoral care responses to prevent or resolve conflict, repair harm and to heal relationships.

## 4. PHILOSOPHY STATEMENT

Our approach to behaviour education and student behaviour support is underpinned by our commitments in three foundational areas:

- Relationships at the heart of everything we do in learning and wellbeing.
- Building a community of respect.
- Developing personal responsibility.

In each of these areas our philosophy is shaped by our Catholic Dominican ethos and our understanding of restorative practices.

### Relationships

As a Catholic Dominican school, we believe that all human beings have an inherent desire to be in relationship and it is in this that we become fully human. Human beings are hardwired for connection with others. We are committed to a restorative culture grounded in our core purpose:

**St Mary's College empowers young women to excel in learning and in life. We nurture relationships that challenge and support students to contribute to a more just and compassionate world.**

Our restorative culture offers a transformative view of the human person. It focuses on the behaviour and its impact rather than on the person, moving away from models that use shame, punishment and exclusion to externally control behaviour. Grounded in experiences of relationships and community, students, and all community members, learn to understand their own behaviour and its impact on others, and they develop the skills needed for resolving conflict and building healthy relationships. As a community we have a responsibility to provide the educative and supportive framework to maximise all student's wellbeing and their capacity for positive mental health and flourishing relationships.

Inspired by our Dominican charism and called to authentically live our values of truth, justice and community, we commit to dialogue and the seeking of truth when relationships break down and harm has been caused.

### Building a Community of Respect

Respect is pivotal to appropriate social interaction, positive peer, teacher and family relationships and productive learning habits. 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. Learning to be respectful is at the centre of supporting children and young people to use desirable ways to communicate and behave.

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

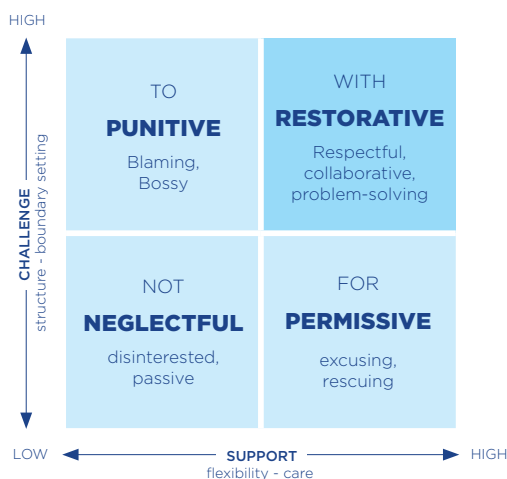
The five dimensions of respect in a community of respect are:

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

### Responsibility

In a restorative culture, we are aiming for an approach that is both challenging and supportive; firm and fair. Limit-setting and discipline is critical for the healthy formation of young people.

This is outlined in the Social Discipline Window and expressed using the language of a “high support, high challenge” environment.



Bill Hansberry, *A practical introduction to restorative practice in schools. Theory, skills and guidance.*

Developing personal responsibility in students is foundational learning for their formation of character; it carries forward into all elements of their lives within and beyond school.

To build and nurture respectful relationships St Mary’s College draws on restorative practices. In the Restorative Plan there are different levels of intervention dependent on the level of conflict and harm that has been caused through a relationship breakdown.

## 5. DEFINITIONS

**Restorative Practices** is an approach where all stakeholders affected by a breakdown in relationships or any situation in which harm has been caused, can name how they have been affected and have an active voice in identifying what is needed to repair the harm caused. They proceed on the basis that unresolved conflict between two or more persons will negatively affect all those involved. The processes model and practice the necessary life skills to resolve conflict.

**Respectful Relationships** include the right to feel safe, to be treated justly, to be valued and feel connected to peers. Respectful relationships positively impact personal growth, self-confidence and appreciation of self and others.

**Behaviour Education** includes all initiatives, programs and social and emotional learning (SEL) that develop personal and social capabilities for all students.

**Student Behaviour** support includes all universal, targeted and intensive initiatives, programs and personalised learning to further enhance and develop personal and social capabilities for specific cohorts of students.

**Social and Emotional Learning (SEL)** assists children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

## 6. COMMUNITY RESPONSIBILITY

The development of a whole school restorative culture is the responsibility of all community members.

### Responsibilities of Leadership

At St Mary's College leadership will:

- Create and nurture a school environment that:
  - » Is an expression of our Catholic identity and Dominican ethos.
  - » Promotes positive relationships and learning for all staff and students.
  - » Is grounded in a restorative philosophy.
- Work with teachers each year to develop a learning and wellbeing map that:
  - » Explicitly teaches in the five areas of social and emotional learning (self-awareness, social awareness, self-management, responsible decision making and relationships).
  - » Establishes a classroom environment for positive relationships, learning and inclusion.
  - » Reflects upon the way in which the physical environment needs to be set up to promote positive relationships and learning.
  - » Names how positive classroom relationships are established and maintained.
  - » Identifies encouragement and re-directing strategies that keep students focused on learning.
  - » Teaches students to be active problem solvers when relationships break down.
- Work with staff to document and follow up restorative agreements.
- Develop, implement and review relevant policies and procedures.
- Work with staff to understand and meet all legal obligations in the care, wellbeing and safeguarding of children and young people.

### Responsibilities of Staff

At St Mary's College staff will:

- Be aware of, support and model the values of St Mary's College – truth, justice and community.
- Demonstrate commitment to creating a high support, high challenge environment for all students.

- Create an environment for successful relationships and learning and document this each year in the learning and wellbeing map.
- Implement the learning and wellbeing map in daily practice.
- Be aware of their own and others behaviour and its impact on relationships and learning.
- Model respectful relationships.



- Care for the safety and wellbeing of all students in our community.
- Consciously avoid language that uses shame to control behaviour.
- Commit to following the restorative process when behaviours have become disruptive to relationships and learning.
- Document and follow up restorative agreements.
- Participate in the development, implementation and review of the school's policy and procedures.
- Participate in ongoing professional learning in student wellbeing.
- Be aware of relevant policies, procedures and legal obligations including protective practices, safeguarding children and mandatory notification requirements.

### Responsibilities of Students

At St Mary's College students will:

- Be aware of and commit to developing the five dimensions of respect:
  - » Respect for self.
  - » Respect for others.
  - » Respect for teachers.
  - » Respect for learning.
  - » Respect for the environment.
- Be active and engaged members of the St Mary's College school community, upholding commitments to relationships, respect and personal responsibility.
- Grow in understanding of their own and others behaviour and its impact on relationships and learning.
- Commit to following the restorative process when behaviours have become disruptive to relationships and learning.



### Responsibilities of Parents and Carers

Parents and Carers will:

- Support the values of St Mary's College.
- Commit to supporting the school's restorative processes.
- Support their children to:
  - » Be active and engaged in school life.
  - » Grow in understanding of their own and others' behaviour and its impact on relationships and learning.

- Be aware of their own behaviour and its impact on relationships with others in the school community.
- Model respectful communication and interaction with the school community.
- Support the school in their philosophy towards and management of student relationships and behaviour education.

## 7. SUPPORTING POLICY AND PROCEDURE DOCUMENTS

Supporting documents include:

- Restorative Practices Procedure.
- Learning and Wellbeing Map.
- Restorative Plan.
- Countering Bullying and Harassment Policy.
- Student Grievance Procedure.
- Student Wellbeing Framework.



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