Building Respectful Relationships: Behaviour Education and Student Behaviour Support

Procedure

Contents

1   Purpose

The purpose of this document is to provide school communities with a set of procedures that guide and inform the implementation of the Building Respectful Relationships: Behaviour Education and Student Behaviour Support Policy in their local setting.

2   Scope

The Building Respectful Relationships: Behaviour Education and Student Behaviour Support Procedure applies to all Catholic Schools and Catholic Education Offices in South Australia.

3   Policy Supported

This document directly supports, and should be read in conjunction with, the Building Respectful Relationships: Behaviour Education and Student Behaviour Support Policy.

4   Guiding Principles

4.1   Student behaviour education and student behaviour support – a whole-of-school responsibility

All members of the Catholic 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.

4.2   Pastoral care for the whole school community – a school leader's responsibility

Principals and school leaders play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected. In addition, the principal or school leader will sometimes need to work with a jurisdictional leader around formal procedures for suspension and expulsion, based on knowledge of the particular issues, local realities, guided by values of justice, respect for the dignity of all involved and compassion and mindful of personal and communal safety, health, and duty of care for all.

4.3   Student connectedness and engagement

Students who feel connected, safe and respected are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Schools are committed to learning and behaviour support as a critical protective factor in children and young people's continuing education and positive outcomes.

4.4   Building Personal and Social Capabilities

School staff, students and families share and cultivate an understanding of wellbeing and the development of personal and social capabilities to enhance learning and promote citizenship.

4.5 School Responsibilities

School leaders and staff respond to the diverse needs of all students, when designing universal, targeted and personalised 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.

5 Procedures

5.1 Student Behaviour Education

All schools will ensure that every student has the opportunity to develop productive learning behaviours and personal and social capabilities every year.

All schools are expected to provide education programs to promote and maintain respectful relationships.

At all year levels and every year, learning will specifically address child safety, bullying and cyber bullying prevention and will promote the development of respectful relationships. Learning at all Catholic schools will include Keeping Safe Child Protection Curriculum, Crossways, Made in the Image of God (MITIOG) and integration of the Australian Curriculum Personal and Social Capabilities. Schools will align learning and student behaviour support programs within the charism and values of their community. Examples include:

- Restorative Justice principles and processes

- Positive Education

Personal and Social Capabilities from the Australian Curriculum

Schools are expected to enact both universal and personalised student behaviour education:

Universal – programs taught to all students that develop personal and social capabilities as core curriculum.

Targeted - programs for small groups or individuals for specific skills for developing to engage productively in learning. Typically delivered in small groups, these programs are short term, high frequency interventions with a focus on managing emotions, resolving conflicts, improving relational skills and productive decision making.

Intensive – personalised programs with a focus on an individual's and others' safety and ability to re-engage in productive classroom behaviours. Typically these programs are personalised, short term and intensive interventions to build specific emotional and physical regulation.

5.2 Student Behaviour Support

Some students may require individual behaviour support to manage emotions and relationships and engage in sustained learning. Schools will ensure student wellbeing and/or support teams are developed in the school to lead and implement student behaviour support. These may include school leaders, counsellors, teachers and education support officers.

Schools will draw on expertise from CESA Inclusion and Learning Team, community based allied health services, specialist psychological and behavioural agencies. Schools are expected to enact both universal and personalised student behaviour support.

Schools will develop student behaviour support with the active participation of students and their families.

Student behaviour support will include:

Universal student behaviour support will include explicit teaching and implementation of class routines, skills for emotional regulation, decision making, conflict resolution and friendship skills in developing and demonstrating respectful relationships.

Targeted student behaviour support will include group and/or individual positive behaviour plans with:

- identified goals and support strategies

- identified behaviour support coaches and mentors

- short term specific interventions with measures for growth

- clearly identified roles and responsibilities for staff, student and families including monitoring and emergency responses

- support services and recommendations provided by CESA Inclusion and Learning team and community support services

Intensive student behaviour support will include an individual positive behaviour and safety plan with:

- identified goals and support strategies

- identified behaviour support coaches and mentors

- short term specific interventions with measures for growth

- clearly identified roles and responsibilities for staff, student and families including monitoring and emergency responses

- specific procedures for vigilant supervision and emergency safety procedures

- recommendations provided by CESA Inclusion and Learning team and specialised psychological and behavioural services.

5.3 Guidelines for Developing a Student Behaviour Support Plan

A Student Behaviour Support Plan is a collaborative problem solving and strength based process between a student, staff and the family. The plan is designed to support a student's active participation in productive learning, to build and maintain respectful relationships and to actively participate in the life of the school community.

The behaviour support plan for students is regularly monitored and adjusted as evidence of progress. Teachers will collect data and regularly review the plan with the student, family and the student support team.

6 Definitions

References to **schools** include, where applicable, early education and out of school hours care services, preschools, primary schools, secondary schools, R-12 schools and technical colleges.

Building respectful relationships: behaviour education and student behaviour support in Catholic schools that seeks to protect personal and school community safety, enhance wellbeing, foster responsibility, enable personal growth, heal destructive behaviours, restore relationships, encourage reconciliation and promote the common good.

7 Related Documents

- Building Respectful Relationships: Behaviour Education and Student Support Policy 2019

- Building Respectful Relationships: Procedures for Student Suspension and Cancelling Enrolment 2019

8 Behaviour Support Plan

Support Categories	Support Strategies	Responsible Person/s
Behaviour Expectations		
Internal Support		
Parent/caregiver Support		
Teaching and Learning Support		
External Support		
Site response to child/young person not meeting behaviour expectations		
Plan Review		
Others with a duty of care		
Signatures		

9   References

- Australian Research Council Behaviour at School Study (2014) http://www.bass.edu.au/

- Australian Student Wellbeing Framework
  https://www.education.gov.au/national-safe-schools-framework-0

- CESA Living, Learning, Leading Framework (2018)
  http://www.cesa.catholic.edu.au/about/director-s-message

  http://www.cesa.catholic.edu.au/about/living-learning-leading

  https://thesoutherncross.org.au/opinion/2018/08/01/2848/

- CESA Learning Statement (2017)
  http://www.cesa.catholic.edu.au/__files/d/24247/CESA_Learning_Statement_Poster.pdf

- What we believe
  http://www.cesa.catholic.edu.au/about/what-we-believe

- Children and Young People Safety Act 2017
  https://www.google.com/search?safe=strict&client=firefox-b-
  d&lei=eCZqXOW8LsaS9QPokrr4Ag&q=child%20safety%20act%202018&ved=2ahUKEwjs3v
  PMq8TgAhVbaCsKHRgXBIgQsKwBKAF6BAgDEAI&biw=1280&bih=629&dpr=1.5

- Department for Child Protection https://www.childprotection.sa.gov.au/department/media-
  centre/media-releases/children-and-young-people-safety-act-2017

- Disability Discrimination Act 1992 https://www.legislation.gov.au/Details/C2016C00763

- Policy for the Care, Wellbeing and Protection of Children and Young People (to be revised in
  2019) https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-
  13163/Policy+for+the+Care+Wellbeing+and+Protection+of+Children+and+Young+People+29
  +June+2011.pdf

- Protective practices for staff in their interactions with children and young people guidelines
  https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-
  29723/Protective+practices+for+staff+in+their+interactions+with+children+and+young+people
  +2017.pdf

- Protective practices: behaviour guidelines for staff and volunteers working with children and
  young people: Update https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-
  29724/Protective+Practices+for+staff+in+their+interactions+with+children+and+young+peopl
  e+guidelines+2017.pdf

- Protective practices: behaviour guidelines for staff and volunteers working with children and
  young people - Information for parents and caregivers
  https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-
  29725/Protective+practices+information+for+parents+and+caregivers+2017.pdf

- SACCS Duty of Care Policy 2014
  https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-
  26672/20141203_Duty+of+Care+Policy.pdf

- SACCS Duty of Care Procedure 2014
  https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-
  27404/20141003_Duty+of+Care+procedures_CT.pdf

- SACCS Pastoral Care Policy 2016
  https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-
  27904/2016+Pastoral+Care+Policy.pdf

- SACCS Pastoral Care Procedure 2016
  https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-
  27910/Pastoral+Care+Procedures.pdf

10 Revision Record

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