



BUILDING RESPECTFUL RELATIONSHIPS PROCEDURE

RATIONALE

At Rosary School we place a high importance on the development of Personal Responsibility reflecting the Gospel values that Jesus taught us. This ensures the rights of teachers to teach and students to learn in a safe and caring Christian environment.

BELIEFS

Student behaviour education and student behaviour support is a whole of school responsibility. Rosary School will ensure that every student has the opportunity to develop positive behaviours through the provision of learning programs that promote respectful relationships.

RESPONDING TO DISRESPECTFUL BEHAVIOUR

When behaviour impacts on a teacher's right to teach and a student's right to learn in a safe and caring Christian environment, the teacher may respond by:

- Redirecting the child
- Using an affective statement
- Individually conferencing with a child
- Conducting a restorative conversation between the children concerned – (script attached – Appendix A)
- Establishing and documenting the restorative conversation and agreement if required
- Asking a child to take a break in the classroom, yard or alternative safe learning environment
- Inviting leadership to work with the child restoratively

Unsafe and racist behaviour may result in a child being excluded from the learning environment or school yard.

Ongoing disrespectful behaviour may result in a Positive Behaviour Support Plan being developed in consultation with parents/caregivers.

There is no single response that adequately covers the range of situations that may occur. Staff will respond in whatever reasonable way they can to each situation. Teachers and or the Leadership Team will contact parents as required.

RESPONDING TO BULLYING OR HARASSMENT

There is no place for bullying or harassment in any of its forms. Bullying Procedure is attached (Appendix B).

When bullying or harassment is reported to staff members they will act in whatever reasonable way they can to ensure that the bullying or harassment ceases. There is no single response to bullying or harassment that adequately covers the range of situations that may occur.

Responses to bullying or harassment will usually include:

- Listening carefully to all children who bring bullying and harassment issues to staffs' attention
- Investigating reports to determine what is happening, documenting and responding appropriately to findings
- Informing school leadership
- Notifying all parents/carers involved to discuss the situation and to determine a plan of action to help resolve bullying and harassment incidents
- Assisting children to develop strategies to manage bullying and harassment incidents

- Seeking to restore respectful relationships between the children involved
- Establishing and documenting the restorative conversation and agreement
- Providing feedback to all

Ongoing bullying or harassment will result in a child being excluded from the learning environment or school yard.

Ongoing bullying and harassment may result in a Positive Behaviour Support Plan being developed in consultation with CESA Learning Diversity and Wellbeing Team, Allied Health Professional, School Counsellor and parents/caregivers.

STUDENT RECORDS

When children display disrespectful behaviours or when a bullying or harassment incident is reported, it will be documented in SEQTA Pastoral Care notes.

This policy should be read in conjunction with:

CESA Building Respectful Relationships: [Behaviour Education and Student Behaviour Support Procedure](#)

CESA Building Respectful Relationships: [Student suspension and cancelling enrolments Procedure](#)

Signature: _____
(Principal)

Date: _____

Signature: _____
(Chairperson of School Board)

Date: _____

Restorative Conversation

Names: _____ Date: _____
(Appendix A)

What Happened? Behaviours



How do you feel? Emotions



How can I repair it? Action

I will...



Teacher: _____

BULLYING PROCEDURES



Rosary School

What can you do about bullying?

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical, and/or social behaviour that intends to cause physical, social and/or psychological harm.

Single incidents are not to be regarded as bullying

Types of bullying



Verbal or Written

Using words to hurt a person. Teasing, swearing, rumours, gossip, written notes and name calling.



Exclusion

Being deliberately left out of a group or game. Being ignored, purposely running away or hiding and placing unreasonable expectations.



Gesture

Using body signs to hurt someone's feelings. Pulling faces, hand or finger gestures, rolling eyes and sighs.



Cyber

Using electronic devices and social media. Spreading rumours, sending unwanted or threatening messages, sexting or defamatory material (via email, group chats or SMS).



Physical

Using physical contact to intimidate or hurt a person. Fighting, kicking, punching, pinching, hitting, slapping, biting, pushing and invading personal space.



Threatening

Being threatened or forced to do something you don't want to. Stealing others property, having items taken away, and being controlled to comply or complete unreasonable tasks.



Racial

Racially vilifying a person or groups. Physically, socially or psychologically, based on one's race, religion or sexuality. We celebrate diversity and being unique.



What can you do about bullying?

Student

When the bullying occurs:

1. Use statements like 'Stop it I don't like it, listen to my words' 'You need to stop!'
2. Use an assertive voice and be confident
3. Make sure others can hear you (where possible)
4. Display resilience
5. Tell someone you trust (teacher, parent, ESO, friend)
6. All parties are informed of the outcome by leadership

Parent

1. Listen to your child's version of events and identify if this is classified as 'bullying' behaviour
2. Make contact with your child's class teacher to inform and seek further clarification
3. If issue is not resolved, make contact with teacher again to organise a meeting with Leadership
4. All parties are informed of the outcome by Leadership

Teacher

1. Follow up incident with all parties using restorative justice model (mediation process or circle time)
2. If issue is not resolved, hold a conversation directly with parties involved
3. Issue is referred to Leadership and at their discretion parents are contacted
4. All parties are informed of the outcome by Leadership

If you witness bullying ...

Don't be silent!

Use statements that empower and affirm the victim (e.g. you've heard what they said) and tell someone you trust

What happens next?

Tell the trusted adult ...

who is involved, where it occurred, what happened and if it's ongoing

Do to others as you would have them do to you Matthew 7:12