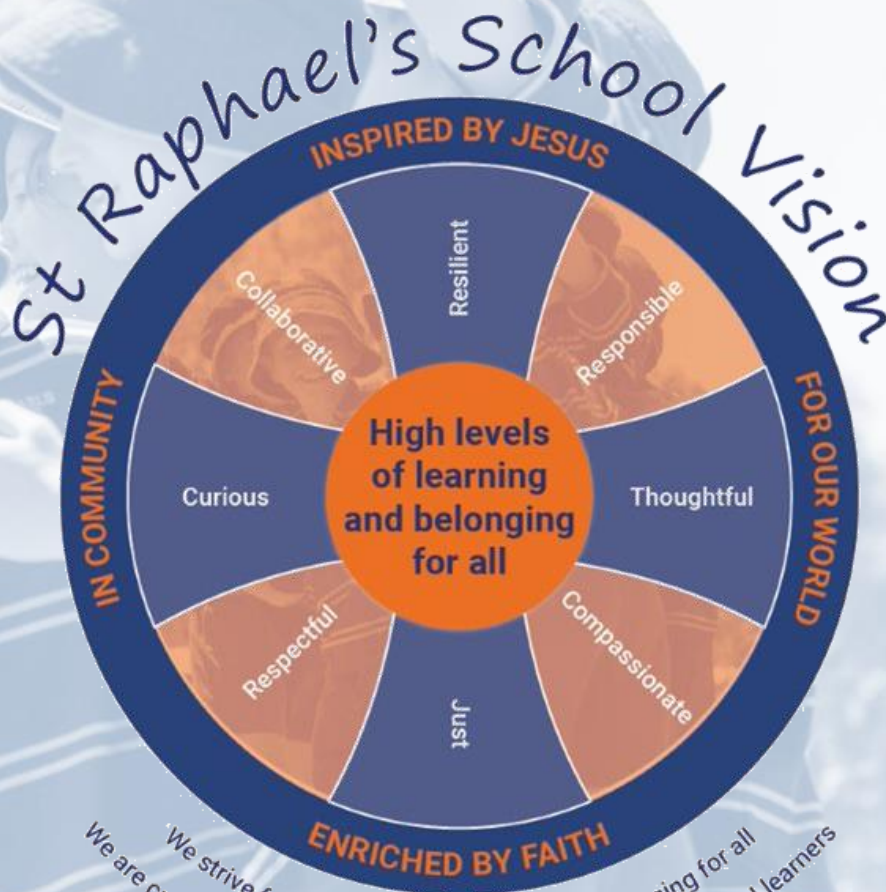




St Raphael's School
PARKSIDE

Respectful Relationships and Bullying and Harassment Policy 2023



We strive for high levels of learning and belonging for all
We are curious, collaborative, resilient, responsible and thoughtful learners
In the Mercy tradition, we are respectful, just, and compassionate
We are inspired by Jesus and enriched by faith
In community and for our world



SCHOOL MISSION STATEMENT

We strive for high levels of learning and belonging for all. We are curious, collaborative, resilient, responsible and thoughtful learners in the Mercy tradition. We are respectful, just and compassionate. We are inspired by Jesus and enriched by faith in community for our world.

PURPOSE

St Raphael's School is committed to nurturing and empowering students to build respectful relationships through positive and affirmative behaviour choices. The purpose of this policy is to provide the St Raphael's School community with procedures to guide and inform the positive behaviours expectations that will build respectful relationships and partnerships between staff, students and parents/caregivers. The policy is underpinned by our school's mission and values.

AIM

At St Raphael's School we believe that a thriving community is built on positive relationships between students, parents/caregivers and staff. Our thoughts, words and actions are foundational to a thriving community, where students, parents and staff feel that they belong and are nurtured to build strong relationships, make confident choices, and engage positively in school life.

- *Everyone has the right to feel safe, happy and successful*
- *The promotion of connecting skills of listening, supporting, trusting, accepting, encouraging, respecting and negotiating differences will support us in developing confident and resilient students who will take responsibility for their own actions*
- *The Mercy values of being respectful, just and compassionate, showing care towards others and playing fairly will be strengthened through our daily interactions*
- *In order to protect the rights of others and to support students to make responsible decisions, the school has an obligation to respond to inappropriate behaviours*
- *All forms of bullying are not acceptable and students will be held responsible for their own actions*
- *Staff, students and parents share the role of establishing and maintaining a responsible and caring school environment*

POLICY STATEMENT

St Raphael's School is committed to a safe environment supported by positive and respectful relationships by all members of the school community. This policy commits to affirming the innate goodness of all human beings. From this resolute commitment, it establishes:

- Respectful relationships as essential to creating a vibrant learning community
- Reconciliation as a necessary part of maintaining a vibrant learning community
- Explicit teaching and ongoing support for respectful relationships as an expression of the gospel message
- The ability to participate in respectful relationships as a core aim of Catholic education.



A COMMUNITY OF RESPECT

At St Raphael's School we believe respectful relationships are the basis of being a community of respect. To develop respectful relationships 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 learning spaces
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 be respectful
3. giving clear feedback about behaviour that is not respectful
4. provision of processes to repair the harm caused by disrespectful behaviour.

To assist us in this St Raphael's School draws on Restorative Practices. Restorative Practices are a series of processes premised on the innate dignity of each person. They proceed on the basis that unresolved conflict between two or more persons will negatively affect all those involved and the community. They maintain 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.



RESPONSIBILITIES

All members of the St Raphael's School community can contribute to the development of positive relationships and behavioural practises.

We believe it is a shared responsibility between students, staff and families to promote, support and model positive behaviour.

Students will:

- Be respectful, inclusive, safe and empathetic in their words and actions,
- Interact positively with others,
- Restore relationships with staff support to follow restorative justice practises,
- Accept responsibility for their choices and behaviours,
- Seek support from staff to make positive behaviour choices when required.

Parents/caregivers will:

- Act as positive role models to their child/ren
- Support their child/ren to interact positively and develop resilience,
- Support St Raphael's School behaviour management and restorative processes,
- Communicate with staff about wellbeing and behaviour concerns regarding their child/ren,
- Work in partnership with school staff to develop individualised positive behaviour plans for students requiring additional support.

Staff will:

- Develop age-appropriate classroom expectations that are consistent with school expectations of safety and wellbeing,
- Engage students in wellbeing programs and initiatives,
- Actively role model positive relationships with students, parents/caregivers, and staff,
- Create a welcoming, safe and positive school learning environment,
- Be positive, fair and consistent,
- Communicate with parents any concerns about their child's behaviour and wellbeing,
- Model positive interpersonal relations when working with students, colleagues and families,
- Build relationships of trust with parents/caregivers,
- Work in partnership with parents and students to create individualised positive behaviour plans for students requiring intervention,
- Ensure students are well informed about and apply consistently and fairly the school's policy and procedures about bullying, harassment and unsafe behaviour

Teachers will initiate action as required according to the school policy and procedures when bullying/harassment/unsafe behaviour has been reported or they witness it occurring. This will include:

- listening carefully to all students who bring the incident/issues to attention
- asking the student about the steps they have taken



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RESPECTFUL RELATIONSHIPS AND BULLYING AND HARASSMENT POLICY

- assisting students to develop strategies to manage an incident in a positive and constructive manner eg tell the appropriate perpetrator that they want the behaviours to stop;
- seeking to restore working relationships between the students involved.

If behaviours continue:

- investigate reports to determine what is happening, documenting and responding appropriately to findings;
- inform, seek advice and escalate to school leadership as necessary,
- notify parents/carers of students involved in ongoing behaviours to discuss the situation and to determine a plan of action that seeks resolution,
- work with the perpetrator and inform their class teacher,
- provide feedback to all parties involved,
- be observant and monitor resolution,
- set up a specific behaviour plan if required.

CONSEQUENCES

Following investigation, consequences for bullying, harassment and unsafe behaviours may include:

1. Student(s) discussion/meetings with a teacher.
2. Class/yard withdrawal
3. An interview with parents/caregivers, Principal and student
4. Counselling/discussions/meetings
5. A specific behaviour plan being developed/implemented and reviewed as appropriate with the student(s).
6. Withdrawal from the school community – possible, internal suspension, external suspension or expulsion

DEFINING BULLYING & HARASSMENT

St Raphael's School has built a shared understanding of these behaviours:

Bullying/harassment is:

- a systematic abuse of power
- victimisation due to race, ethnicity, gender, class or special needs
- subjecting a person to behaviour knowing they find it unacceptable, offensive or distressing
- repetitive, prolonged over time
- may be verbal, physical, social or psychological
- It can be done by an individual or by a group



BULLYING DEFINITION

Bullying is defined as *repeated and intentional verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.*

(Adapted from *National Safe Schools' Framework, 2011*)

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on gender, race or disability. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Bullying can happen anywhere: at school, travelling to and from school, in sporting teams, between neighbours or in the workplace.

Bullying behaviour can be:

- **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats.
- **physical** eg hitting, punching, kicking, scratching, tripping, spitting.
- **social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures.
- **psychological** eg spreading rumours, making inappropriate facial expressions, hiding or damaging possessions, malicious text and email messages, inappropriate use of camera phones.

Conflict or fights between students and single incidents are not defined as bullying.

Bullying behaviour is not:

- *students not getting along well,*
- *a situation of mutual conflict,*
- *single episodes of nastiness or random acts of aggression or intimidation.*

CYBERBULLYING

Cyberbullying refers to bullying through information and communication technologies, using technology to hurt someone else by sending hurtful messages, pictures or comments.

- Cyber bullying is a term used to describe bullying that is carried out through internet or mobile phone technologies.
- It is often combined with offline bullying. It may include a combination of behaviours such as pranking (ie hang-up calls), sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites.
- It is also cyber bullying when a student uses technology to run a multi-step campaign to bully another student (eg setting another student up to be assaulted, video recording their humiliation, posting the video-recording online and then sending the website address to others).

Examples of bullying behaviour include:

- exploitation,
- discrimination,
- harassment,
- online hate websites, sexting.

The school's ICT User Agreement Policy outlines student responsibilities in using ICTs responsibly and safely.



HARASSMENT

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; and/or ability or disability, and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person/s. It may be intentional or unintentional (i.e. words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless).

Harassment is unacceptable and needs to be addressed as part of creating a safe school, but it would not be considered bullying if any one or more of the following three features were present:

- it occurred only once and was not part of a repeated pattern;
- it (genuinely) was not intended to offend, demean, annoy, alarm or abuse;
- it was not directed towards the same person/s each time.

Harassment concerns raised by students require investigation and support.

BYSTANDER BEHAVIOUR

A bystander is someone who sees the bullying or knows that it is happening to someone else. As bystanders, peers can reinforce the bullying behaviour through their own behaviour, disdainfully move away or intervene to stop bullying and unsafe behaviours.

SCHOOL RESPONSE TO REPORTS OF BULLYING & HARASSMENT

In general, St Raphael's School's management of bullying/harassment and unsafe behaviour includes the following processes:

- Investigation
- Discussions
- Contacting parents/caregivers
- Problem resolution
- Restorative practices.

SUPPORT PROGRAMS

St Raphael's School is committed to teaching and learning about respectful relationships as part of Religious Education, explicit wellbeing programs and practices, and through *Keeping Safe* (Child Protection Curriculum). Explicit wellbeing programs and practices include:

- What's the Buzz (Whole class and intervention groups)
- Restorative Practices
- School counselling service
- Circle Time (whole class and intervention groups)
- Explicit teaching and implementation of class routines
- Teach skills for emotional regulation, decision making, conflict resolution and friendship.



APPENDICES

- Appendix 1: Positive Resolution Policy Pamphlet
- Appendix 2: St Raphael's School Incident Report
- Appendix 3: St Raphael's School Suspension Letter
- Appendix 4: St Raphael's School Class / School Re-entry Process
- Appendix 5: St Raphael's School Suspension Guidelines

SUPPORT POLICIES

Building Respectful Relationships: Policy & Procedures to Manage Bullying & Harassment

St Raphael's School Positive Resolution Policy

CESA Policy Guidelines for Behaviour Management and Personal Responsibility

Vision Statement –SA Commission for Catholic Schools

Vision Statement- St Raphael's School

POLICY RECORD

Document Title	Formally known as Behaviour Management and Personal Responsibility Policy
Document Type	Policy
Document Date	2023
Review Number	1.0
Document Status	Active
Policy Owners	St Raphael's School
Contact	Mia Harms St Raphael's School Ph (08) 8274 4900 mharms@raph.catholic.edu.au
Approval Authority	St Raphael's School Board
Review Date	2026
History Date	2015, 2018, 2019



St Raphael's School Incident Report

Dear Parents/Caregivers

The purpose of this letter is to inform you that your child _____ has been involved in an unsafe situation at St Raphael's School. A summary of the incident is below:

At St Raphael's School we believe that everyone has the right to feel safe and learn at all times, therefore we:

- Respect and care for ourselves, other people and property
- Work and play safely
- Follow directions of staff

As a consequence your child will incur an internal suspension for.....days. Date / /

It would be appreciated if you could talk to your child regarding their behaviour. It is our aim that together we can work together to promote positive and happy relationship for everybody at St Raphael's School. Please feel welcome to contact the teacher or myself should you wish to discuss this situation in greater detail.

Yours sincerely

Mia Harms

Principal

Date / /

I have read and discussed this report with my child: _____

Parent/Caregiver name: _____



Signature: _____

Date: / /

St Raphael's School, Suspension Letter

Dear

The purpose of this letter is to inform you that your child has been involved in an unsafe situation at St Raphael's School. Today there was an unsafe situation involvingand as a consequence he/she is suspended from attending school from to

A summary of the incident is below:

At St Raphael's School we believe that everyone has the right to feel safe and learn at all times, therefore we:

- Respect and care for ourselves, other people and property
- Work and play safely
- Follow directions of staff

.....was in breach of all our expectations.

A brief reason for external suspension is:

Prior to returning to school on..... a Re-Entry conference will take place with the Principal, and parents/caregivers.

Yours sincerely

Mia Harms
PRINCIPAL

Date / /



St Raphael's School, CLASS/SCHOOL RE-ENTRY PROCESS

Student's name: _____

Date: _____

The purpose of the school/class re-entry process is:-

- *To support the student's re-integration into class*
- *To confirm the student's understanding of the strategies outlined in the plan*
- *To ensure the understanding by appropriate staff of the details & responsibilities outlined in the plan*
- *To confirm the student's willingness to co-operate.*

Do you want to be part of your class again?

YES / NO

Do you want to work out a way to follow your class rules?

YES / NO

REASON FOR THE STUDENT'S RE-ENTRY

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PREVIOUS STRATEGIES TRIED/DEGREE OF SUCCESS / NEW STRATEGIES TO BE IMPLEMENTED

--	--

WHAT WILL YOU DO TO ENSURE YOU CAN RETURN AND BE PART OF THE CLASS?

--

Student Signature: _____

Parent Signature: _____

Teacher Signature: _____

Principal Signature: _____



St Raphael's School, Suspension Guidelines

Types of behaviour that leads to a student suspension	<i>Internally Suspended</i>	<ul style="list-style-type: none"> • Repeated defiance of school rule • Damaging School property • Ignoring Staff requests • Initial incidents of bullying
	<i>Externally Suspended</i>	<ul style="list-style-type: none"> • Extreme assault of student/staff • Total defiance of staff requests • Repeated bullying • Student unwilling to undertake re-entry process
Where are students placed during suspension?	<i>Internally Suspended</i>	<ul style="list-style-type: none"> • Principal's Office • APRIM's/Principal's Office
	<i>Externally Suspended</i>	<ul style="list-style-type: none"> • Home • Parent/Caregiver's Workplace
What is the Class Teacher's responsibility for students on suspension?	<i>Internally Suspended</i>	<ul style="list-style-type: none"> • Set work for the student to undertake <i>(This will be dependent upon when a child is suspended ~ it should not occur at the expense of the learning of the students who are making appropriate choices)</i>
	<i>Externally Suspended</i>	<ul style="list-style-type: none"> • Set work for the student to undertake <i>(This will be dependent upon when a child is suspended ~ it should not occur at the expense of the learning of the students who are making appropriate choices)</i>
How and when are students entitled to return to their Classroom?	<i>Internally Suspended</i>	<ul style="list-style-type: none"> • Once a student has undertaken their designated period of suspension they will be taken back to their class by a member of the Leadership Team or nominee and asked to commit to a re-entry contract - before school or at lunch.
	<i>Externally Suspended</i>	<ul style="list-style-type: none"> • Once a student has undertaken their designated suspension they cannot re-enter their classroom unless they have met with their Teacher, member of the Leadership Team or nominee and a family member and signed a re-entry contract. <i>(This generally would occur between 8:20am – 8:45am)</i>
Are students allowed to undertake other duties whilst internally suspended? eg helping a staff member?	<i>Internally Suspended</i>	<ul style="list-style-type: none"> • Generally, suspension implies that a student has relinquished their right to participate in the normal school day. Any participation will be at the discretion of the Leadership Team regarding the above point. The key principle underpinning the suspension process is restorative justice.
	<i>Externally Suspended</i>	N/A



When are students suspended?	<i>Internally Suspended</i>	<ul style="list-style-type: none"> • Half Day suspension 8:50am – 12:55 pm OR 11:25 am – 3:10pm <i>(Recess and Lunch at separate time)</i>
	<i>Externally Suspended</i>	<ul style="list-style-type: none"> • The next immediate school day after the incident <i>(Dependent upon families being advised)</i>
How are families notified?	<i>Internally Suspended</i>	<ul style="list-style-type: none"> • Phone call, meeting and • Letter
	<i>Externally Suspended</i>	<ul style="list-style-type: none"> • Phone call, meeting and • Letter