

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 the South Australian Commission for Catholic Schools in relation to building respectful relationships, positive behaviour education and student support in South Australian Catholic schools.

## 2 Scope of Policy

This policy applies to all Catholic schools and Catholic Education Offices in South Australia.

## 3 Policy

The South Australian Commission for Catholic Schools, is committed to Catholic school communities where:

- a safe, supportive and inclusive learning environment is provided to all students, supported by our Christian faith and Catholic Tradition, in which the values of love, justice, compassion and forgiveness 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, natural justice and procedural fairness inform a school's duty of care and pastoral care responses to prevent or resolve conflict and to heal relationships.

## 4 Definitions

- **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 personalized 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.
- The rules of **natural justice** which developed from common law to ensure the fairness of decision making. The expression in Australia is used interchangeably with procedural fairness.

- **Catholic Social Teaching** is an interrelated body of Catholic social thought and principles on matters of social issues and provides a vision for a just society in which the dignity of all people is respected. It is grounded in the Bible and in the wisdom gathered from experience by the Christian community as it has responded to social justice issues through history.

## 5 Responsibility for implementation, monitoring, and continual improvement

Responsibility for implementation, monitoring and review of the policy is vested at the level appropriate to the following roles:

Catholic Education Offices	Catholic Schools
Assistant Director: Religious Identity and Leading Learning	Principal
Senior Education Adviser: Inclusion and Learning	School Board (or Equivalent)

## 6 Supporting procedures or policy support documents

The following documents are to be read in conjunction with, and are additional to, any other relevant South Australian Commission for Catholic Schools (SACCS), school or CEO policy, procedure or support document.

- Building Respectful Relationships: Behaviour Education and Student Behaviour Support: Procedure
- Building Respectful Relationships: Suspension and Cancelling Enrolment: Procedure
- Pastoral Care: Policy  
<https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-27904/2016+Pastoral+Care+Policy.pdf>
- Pastoral Care: Procedure  
<https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-27910/Pastoral+Care+Procedures.pdf>
- Duty of Care: Policy  
[https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-26672/20141203\\_Duty+of+Care+Policy.pdf](https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-26672/20141203_Duty+of+Care+Policy.pdf)
- Duty of Care: Procedure  
[https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-27404/20141003\\_Duty+of+Care+procedures\\_CT.pdf](https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-27404/20141003_Duty+of+Care+procedures_CT.pdf)

## 7 References

- Catholic Education South Australia Vision and Values,  
<http://www.cesa.catholic.edu.au/about/what-we-believe>
- Catholic Education South Australia Learning Statement,  
<http://www.cesa.catholic.edu.au/news/catholic-education-week/learning-statement>

- Why a Catholic Education Matters  
<https://thesoutherncross.org.au/opinion/2018/08/01/2848/>
- Children Close to the Mystery of God  
<https://online.cesa.catholic.edu.au/docushare/dsweb/Get/Document-25799>
- Catholic Social Teaching  
<http://www.schoolboards.cesa.catholic.edu.au/induction/catholic-social-teaching>
- Collaborative for Academic, Social, and Emotional Learning (CASEL) [CASEL](#)
- Circle of Security International  
<http://circleofsecurity.net/about-us/originators-and-trainers/>
- UniSA Behaviour at School Study <http://www.unisa.edu.au/Education-Arts-and-Social-Sciences/school-of-education/News-and-Events/Events1/Doing-behaviour-well-in-schools-Insights-from-a-South-Australian-study/>

## 8 Revision Record

<b>Document Title</b>	Building Respectful Relationships: Behaviour Education and Student Behaviour Support
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