



**St Joseph's School**  
TRANMERE

## **Respectful Relationships and Positive Behaviour Policy**

### **Our Commitment**

St Joseph's School Tranmere is committed to providing an inclusive, safe, and supportive learning environment for all students, supported by our Christian faith and Catholic Tradition, in which the values of love, justice, compassion and forgiveness are foundational.

(refer Building Respectful Relationships: Behaviour Education and Student Behaviour Support Policy CESA February 2019)

We provide students with opportunities and experiences that foster their spiritual, physical, emotional, social and intellectual growth where they recognise and value safe and positive relationships. We are committed for all children to thrive, be capable learners and leaders for the world God desires.

### **Principle**

At St Joseph's School Tranmere we believe that all people are created in the image of God – all people are worthy of respect and are of equal value. We are inspired by the life of St Mary of the Cross MacKillop who lived a life of love, justice and compassion and accepted the inherent dignity of each person.

### **Our Values**

Our values are foundational to the way we interact with each other in our community. We aim to live the values of:

**Respect** – for self, others, God and creation

**Love** – of self, others, God and creation

**Justice** – for all people and creation

**Gratitude** – for each other, God and creation

**Excellence** – in the way we treat each other and creation

Our values are explicitly taught through the curriculum and other opportunities. We celebrate when our values are evidenced in the community.

### **Self Aware, Collaborative and Socially Adept Capabilities**

Being able to understand themselves, and the development of social and emotional capabilities is important for all children to thrive, learn and lead. We acknowledge that there are differences between children's capabilities in this area and we use the Key Capabilities as a tool to support children to develop their awareness of self and others and personal responsibility.

## **Rights and Responsibilities**

At St Joseph's School all members of the community have the right to a safe learning environment and to a clear understanding of their rights and responsibilities. Safety refers to emotional and physical safety.

### ***Students have the right to:***

- learn and play in a safe environment
- be respected and supported in their learning and behaviour choices
- be free from bullying and harassment

### **Students have the responsibilities of:**

- Respecting the rights of others to learn, play and work
- Accepting responsibility for their choices and behaviours
- Practising and making positive behaviour choices aligned to the values of love, justice and respect
- Supporting the school's philosophy in restorative conversations in repairing relationships
- If required, participating in the development of individualised positive behaviour plans and following that plan

### ***Parents/Carers have the right to:***

- be respected as the primary caregiver of their child
- be informed about behaviour choices
- express genuine concerns via the appropriate channels

### **Parents/Carers have the responsibilities of:**

- modelling respectful relationships
- supporting their children in developing resilience and responsibility
- supporting the school's philosophy in restorative conversations in repairing relationships
- working in partnership with their child's teacher and the school leadership team in the development of individualised positive behaviour plans (if required)
- supporting agreed strategies and plans for positive behaviour support
- Being respectful when bringing concerns to the attention of school staff

### ***Staff have the right to***

- work in a safe, caring environment
- be respected as professionals
- be supported by colleagues, and parents/caregivers

### **Staff have the responsibilities of:**

- modelling and teaching the school values of respect, justice and love
- establishing clear expectations, teaching routines, rules and positive behaviour
- maintaining timely and ongoing communication with parents/caregivers about behaviours
- providing a relevant, engaging and differentiated curriculum that supports learning for all students
- supporting the school's philosophy in restorative conversations in repairing relationships
- documenting conversations/incidents/behaviour support in SEQTA as required
- working in partnership with families and the school leadership team in the development of individualised positive behaviour plans (if required)

**Leadership have the *right* to:**

- work in a safe, caring environment
- be respected as professionals
- be supported by colleagues and parents/caregivers

**Leadership have the **responsibilities** of:**

- modelling and supporting the school values of respect, justice and love
- providing support, resources and training for staff
- supporting classroom teachers with conversations with parents/caregivers and agencies where required
- supporting the school's philosophy in restorative conversations in repairing relationships
- ensuring that correct procedures and documentation are maintained
- working in partnership with their classroom teachers and families in the development of individualised positive behaviour plans (if required)

**The Gospel in Four Sentences**

- Everybody matters, absolutely
- Every broken heart and relationship are to be mended, and every captive heart set free
- Everyone is created for joy and life to the full
- All humanity and creation are to be glorious and eternal song of joy

*Rev Fr Phillip Marshall*

*Vicar General, Archdiocese of Adelaide 2010*