

# FIVE KEY IDEAS

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- Respect
- Responsibility
- Rapport
- Responsiveness
- Restorative Ethos



# RESPECT

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Respect has two important dimensions

- **Self respect** is about being able to achieve a sense of one's self as being a good person. For all of us, this means dealing with the harms we have received and that we have perpetrated, in ways that allow us to nevertheless continue into the future in a positive way.
- **Social respect** is about being perceived by others in ways that signal recognition, social worth and community connection. For all of us, 'what people think' matters.



# RESPONSIBILITY

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## The Duality of Responsibility

- **Societal responsibility:** Enhancing opportunities is a societal imperative, to help balance the social disadvantages and personal injuries suffered by many perpetrators of anti-social behaviour.
- **Individual responsibility:** A vital part of responsibility is to acknowledge the doing of harm, and that you have actually hurt somebody. At a minimum, taking responsibility means acknowledging the your behaviour negatively affects other people.



# RAPPORT

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## Rapport is about Talking With Each Other

- Active use of **new communication technologies** such as smart phones and social media
- Events marked by a **degree of unpredictability**, due to the diversity and anonymity of participants, and the volatile nature of crowd behaviour – boundaries and rules are needed e.g., Schoolies Week
- **media** frequently play a major role in reflexively creating anti-social events by publicising them in advance, sensationalising them when they occur, and exaggerating the enormity of particular events relative to 'the Australian way of life'



# RESPONSIVENESS

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## Responsiveness is Forged in Community

- **Public spaces as 'community spaces':** community resource, meeting place, social inclusion, physical and social links, public displays, events and facilities
- **Constructing a comfortable physical environment:** emphasis on providing a convivial atmosphere which is safe, inviting and secure for all sections of the community, a place where people can congregate, sit and walk
- **Participatory regulatory environment:** toleration of diverse activities, diverse groups of people, diverse types of uses of public space, point of intervention (both passive and active) is to facilitate harmonious community relations, not to enforce rules



# RESTORATIVE ETHOS

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- Whole-of-school participation: teachers, students, counsellors, office admin staff, groundskeepers, accountants, principals
- More than just 'conflict resolution': a **way of being** and interacting
- Multiple dimensions: food, friends, animals, rules
- Restorative ethos = knowing boundaries and enforcing mutual respect through principles and guiding rules
- Leadership is 'authoritative' but not 'authoritarian'



# THE 3 R'S

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- **Respect Yourself**
- **Respect Each Other**
- **Respect Our Place**

- importance of repeating this message time and again, and at all public forums such as assemblies
- importance that all staff embody these principles as part of modelling for students
- boundaries and rules = 'lines in the sand'; otherwise too much ambiguity and unsafe if no one knows the rules



**To Oneself**  
[treatment/  
capacity building]



**To  
Communities**  
[community  
building]



**Repairing Harm**  
[duality of  
responsibility]  
- Personal agency  
- Societal obligations



**To Families**  
[social belonging]



**To Others**  
[acknowledgement/  
compensation]

**Past**

[who we are,  
what was done]

**Future**

[who we will be,  
what we can do]