



Sources of Authority

CECWA	Community
Executive Directives	<u>Student Behaviour</u> <u>Student Safety and Wellbeing</u>

AIM

The establishment and maintenance of a positive school environment where student behaviour is supported effectively, and students are safe to flourish.

SCOPE

Building a strong culture of student wellbeing, positive relationships and social and emotional development to fulfil our vision to grow young people with Strong Minds and Gentle Hearts.

The pastoral approach at St Marcellin Catholic College is Christ Centred and Child Focused. It is underpinned by our College Vision of Strong Minds Gentle Hearts as a wellbeing framework.

We prioritise the development of intentional and positive relationships by living out our values of Hope, Humility and Compassion. We believe that empowering our young people gives them worth. We choose to honour the God given human dignity of all in our community to enable them to humbly aspire to be their best. We understand that each student has great potential which should be nurtured and realised. We live in our Marist tradition as exemplified by the words below.

“Marcellin wanted Marist Schools to be more than communities – he wanted them to be families, where everyone has an honoured place, where relationships are warm and informal, where hospitality is a special feature, and where repair and correction is just, kind and forgiving.”

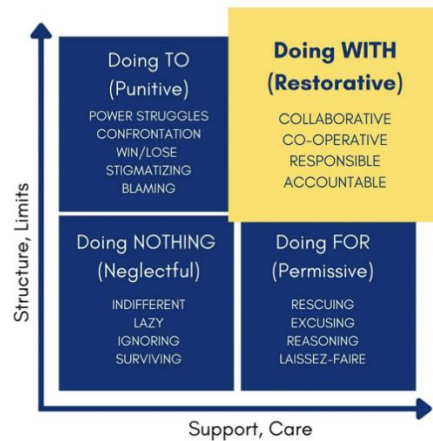
This procedure statement will outline the implementation of restorative practices for St Marcellin Catholic College.

Our restorative practice philosophy underpins:

- Our approach to the development of personal responsibility for each student.
- The support we provide in managing relationships in and beyond the classroom.
- Working through student grievances and classroom disruptions.
- Responding to bullying and harassment.

DEFINITIONS and KEY TERMS

We strive to work in a high support (fair) and high challenge (firm) environment. This provides the supportive conditions that young people need to thrive.



A whole school restorative culture is grounded in an unshakeable commitment to relationships above all else.

Any approach that isolates, shames or removes people from connection with others, is not supportive of optimal growth and development.

In a restorative culture, we are aiming for an approach that is both challenging and supportive; firm and fair.

Limit-setting and discipline is critical for the healthy formation of young people.

Restorative Practice and our Catholic Marist Values

Developing a restorative culture within the College community offers a transformative view of the human person that is grounded in our Marist story.

We value the inherent dignity of the human person and believe that all human beings are fundamentally good.

In our ongoing human development, we make mistakes and push boundaries. We grow and develop in relational contexts and at times, those relationships break down.

A restorative culture means that in those moments, we are committed to working with the parties involved to identify and repair harm.

A community grounded in a restorative philosophy requires the commitment of all members – parents and carers, staff and students.



Student Wellbeing and Care

Building relationships is at the core of student wellbeing. There are many relationships in the classroom including:

- Educator - whole class
- Educator – individual student
- Educator – family
- Student – student
- Student – self
- Student – others

St Marcellin Student Code of Conduct & Expected Behaviours

Our Code of Conduct outlines how students will live with Strong Minds and Gentle Hearts, respecting themselves, the Educator and the environment, in all their classes.

Specific guidelines are developed collaboratively using the class charter and are the primary point of reference for resolving conflicts and supporting low level behaviours, when they arise.

Please find the Student Code of Conduct attached [here](#).

Parents can expect to see the class charter displayed in rooms.

Universal Supports

These capture our whole College approach. These can be divided into both Pastoral and Learning Supports.

In the Pastoral Space:

- We are guided by our Catholic Education Western Australia Wellbeing Framework
- College Values – Hope, Compassion, Humility
- Known and Loved – Our Marist Mandate
- Strong Minds Gentle Herts – Our College Motto
- Code of Conduct and Expected Behaviours
- Restorative Teaching Moments
- Social Emotional Learning
- Marcellin Group – Circle Time



In the Learning Space:

- We are guided by our Catholic Education Western Australia Vision for Learning
- We are guided by Play Based Pedagogies in the Early Years and Inquiry models in Middle and Upper Junior School.
- Our classrooms are active spaces, motivated by student interest
- We cater to individual needs
- We seek student voice
- Strong Literacy and Numeracy practices are visible
- We will always use our data to challenge, engage and progress

Social Emotional Learning

We use the **RULER** approach used to support and develop the social and emotional learning of students in each of the following competencies:

- **Recognising** emotions in oneself and others
- **Understanding** the causes of emotions in oneself and others
- **Labelling** emotions with accurate words from a nuanced vocabulary
- **Expressing** emotions depending on context, situational expectations and culture
- **Regulating** emotions with effective strategies The Learning Environment

Our Learning Environments are set up to enable positive relationships. Some of the ways we do this are listed below

- The classroom is clean, free of rubbish and unnecessary storage
- The College Values and the Class Charter are clearly displayed
- All types of achievements are celebrated in class, on Seesaw and at College Assemblies
- Student work is displayed, is current and presentation of the classroom environment is valued.
- In the PP- Year 2, there is a daily visual timetable on the board
- Communication in print is used to support all learners



Celebrating Achievement

We celebrate our students three times every Term at College Assemblies. Currently, there are three Awards given out.

Curious Explorer Award	Love of Work Award	In the Way of Mary Award
Awarded to students in each class who demonstrate outstanding involvement, enthusiasm and commitment to the process of learning. They are open to explore new ideas, to ask questions, engage in hands-on activities and show an interest in understanding the world around them.	Awarded to students in each class who have demonstrated outstanding growth in their learning. They work hard, persevere through challenges and show pride in their learning. They give their best every day and, as a result, demonstrate growth and improvement.	Recognising the demonstration of compassion in action – such as sharing toys, helping others, offering comforting words, helping educators, looking out for others in the playground and fostering restoration.

Boundaries

It is our belief that poor behaviour often comes from dysregulated feelings. What helps our students to manage their big feelings is connection and boundaries that are clear and well articulated.

Boundaries are clearly defined by the Educator and form a large part of the Class Charter.

RESTORATIVE PROBLEM SOLVING

Definition

A grievance is a reason for making a complaint. A grievance can result from:

- Being unhappy about treatment from another person.
- Conflict with another person or group of people.
- Feeling unsafe.
- A disagreement that is causing stress.



Responding to Student Grievance

At St Marcellin Catholic College each student is a member of a Marcellin group.

- In our Junior School, the Marcellin group Educator is the classroom Educator.
- Middle School and Senior School students attend Marcellin Group every morning.

The Marcellin Group Educator is the first point of call for a student who is seeking assistance with a grievance. Across the College, particularly in the Junior School, another Educator or staff member might suggest assistance is needed, after observation of conflict.

For many day-to-day minor issues, students are often supported by caregivers. As such, caregivers are asked to assist in developing skills and strategies that promote a lasting resolution and healing of relationships.

St Marcellin Catholic College utilises a range of appropriate initiatives to develop personal responsibility, resilience and problem solving. This includes developing the skills, language and resilience to respond to minor conflicts and issues that arise. We do this through our explicit teaching of skills and with the use of Kimochis in the Junior School setting.

In Marcellin Group, in age-appropriate ways, students will be explicitly taught:

- How to resolve issues
- How to get help if needed
- How to differentiate between issues that require adult intervention and those that can be solved independently
- The difference between asking for help and reporting something that is serious or may cause harm to self or others

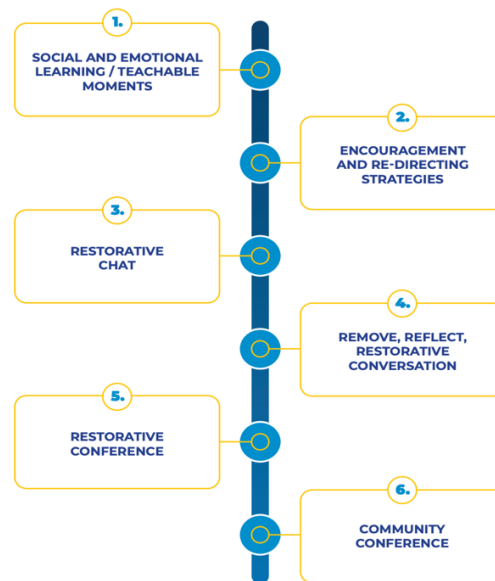
Grievance Process for Students

When a conflict involving students occurs the following process is implemented. Where it is reasonable to do so, students are encouraged to respond to the issue themselves by:

- Saying 'no' in an assertive manner.
- Telling the other person to stop.
- Walking away when things are face to face.
- Moving away from or switching off their device when online, if relevant.

THE RESTORATIVE PROCESS

Outlines the increasing levels of intervention when relationships breakdown and harm is caused.



DOCUMENTATION AND COMMUNICATION

There are different types of documentation kept by the school including:

- Managing relationships and knowing how to respond to conflict is part of student learning at school. We want to support students to be independent, resilient and confident problem solvers.
- Parent contact in relation to student wellbeing is considered on a case-by-case basis; it is very dependent on the student involved and the nature of the concerns.
- In the following cases parents can expect contact from the classroom educator or a member of the leadership team in person, by phone or via email:
 1. Where a child has been seriously hurt or is distressed by the situation that has occurred.
 2. When there has been a breach of the school ICT policy.
 3. The outcomes and agreements of a restorative conference.



Further Support

Further support applies where students need a higher level of intervention or support in their social and emotional learning. This might involve, to varying degrees:

- Plans for play in the Junior School and Middle School
- Directed use of sensory resources
- Remove/Reflect Conversations
- Behaviour Frequency Tracking Chart
- Behaviour Support plans
- Transition Plans
- Learning intervention
- Social Skills Groups
- Learning Support
- IEP Goals
- One to One Interventions
- External Support Services
- Attendance Meetings

Serious Breaches of the Code of Conduct

Parents are partners in the education of their children and will be notified of serious breaches of the code of conduct.

St Marcellin Catholic College does not operate in a punitive model of punishment.

Where there are serious breaches of the code, students will not remain in class or on the playground.

- A cooling off period will be required, either at home or at the College
- We always commit to repairing harm before re-entry.
- We will always follow our processes and procedures in the same way in adhering to procedural fairness and non-discrimination, however the outcome for our children may look different depending on the context.

Our Student Behaviour procedures explicitly forbid the use of any form of child abuse, corporal punishment or other degrading punishments.

COLLEGE BEHAVIOUR SUPPORT PROCEDURE

2025 V.1



St Marcellin
CATHOLIC COLLEGE

Authorised by	Anita O'Donohue	Signature	
Effective Date	2025	Date	31/01/2025
Next Review	2028		