



## Sources of Authority

<b>CECWA</b>	Community
<b>Executive Directives</b>	<a href="#">Student Behaviour</a> <a href="#">Student Safety and Wellbeing</a>

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## 1. Aim

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

At St Marcellin Catholic College, student behaviour is guided by our commitment to Strong Minds and Gentle Hearts, our Catholic faith, and our Marist tradition.

We believe that all children are fundamentally good, capable of growth, and worthy of dignity, respect and care. Behaviour support at our College focuses on teaching, guiding and restoring, rather than punishing.

## 2. Scope and Definitions

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.

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 policy statement will outline the implementation of restorative practices for St Marcellin Catholic College as we seek to support the behaviour of our students.



**Definitions**

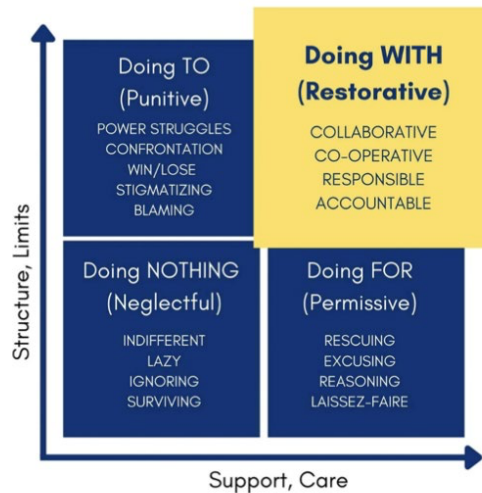
<b>Term</b>	<b>What it Means</b>
<b>Marcellin Group</b>	Each student belongs to a Marcellin Group. This is a K–12 pastoral structure that provides consistent care, guidance, and support. The Marcellin Group is a key setting for explicitly teaching social, emotional, and behavioural skills, building relationships, and fostering wellbeing and a strong sense of belonging over time.
<b>Friendship Fire</b>	A mistake or misunderstanding that causes hurt feelings. There is no intent to be hurtful, and the situation can usually be resolved through support, communication, and repair.
<b>Mean-on-Purpose</b>	Repeated, intentional unkind behaviour where someone chooses to be hurtful, rude, or cruel to gain or maintain position or power over another person.
<b>Restorative</b>	Fixing harm that has occurred and rebuilding relationships by talking, listening, taking responsibility and accountability, and making things right.
<b>Cooling-off</b>	Taking time and space to calm down and feel safe when emotions or behaviour mean the student is not safe for themselves or others, before returning to learning or problem-solving.

**3. Our Commitment to Students and Families**

Our Student Behaviour support procedures are designed to:

- Guide and encourage students toward acceptable behaviours
- Support the development of respectful and positive relationships within our College community
- Uphold the God-given dignity of every child
- Provide a safe, caring and inclusive environment where all students can flourish

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.



At our College, relationships come first. When things go wrong, we focus on fixing the problem and repairing relationships. 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, boundaries and discipline are critical for the healthy formation of young people.

#### 4. 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.



## 5. 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.

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

## 6. Universal Supports

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

**Pastoral:** At our College, we place the wellbeing of every child at the heart of all we do. We are committed to creating a safe, caring, and faith-filled environment where students feel known, loved and supported.

- Guided by the Catholic Education Western Australia Wellbeing Framework
- Grounded in our College Values of Hope, Compassion, and Humility
- Living our Marist belief that every child is known and loved
- Shaped by our College motto: Strong Minds, Gentle Hearts
- Clear expectations through our Code of Conduct and Expected Behaviours
- Using restorative teaching moments to support learning, growth, and positive relationships
- Embedding Social and Emotional Learning to develop resilience, empathy, and confidence

**In Learning:** We provide engaging, high-quality learning experiences that empower students to grow, explore, and achieve their best.

- Aligned with the Catholic Education Western Australia Vision for Learning
- Play-based learning in the Early Years to support curiosity and development
- Inquiry-based learning in the Middle and Upper Junior School to encourage deeper thinking
- Active, engaging classrooms inspired by student interests
- Teaching that caters for individual needs and learning styles
- Valuing and encouraging student voice and choice
- Strong, visible focus on Literacy and Numeracy



- Using learning data to challenge, engage, and support progress for every child

## 7. Social Emotional Learning

Our Social Emotional Learning program is grounded in the RULER framework, which supports and develops students' social and emotional competencies. Through this approach, students are explicitly taught and supported to:

- **Recognise** emotions in themselves and others
- **Understand** the causes and consequences of emotions in themselves and others
- **Label** emotions using accurate and nuanced emotional vocabulary
- **Express** emotions appropriately in line with context, situational expectations, and cultural understanding
- **Regulate** emotions using effective and adaptive strategies

## 8. Positive Guidance and Relationship-Based Practice

All students at St Marcellin Catholic College:

- Receive positive guidance and encouragement toward acceptable and responsible behaviour
- Are given frequent opportunities to learn, practise and demonstrate respectful and positive relationships
- Are supported to develop self-regulation, empathy, responsibility and problem-solving skills
- Are known, loved and supported through strong, caring relationships with Educators.



**9. Formally Celebrating Achievement**

We celebrate our students termly at College Assemblies. Currently, there are four awards given out. This will continue to grow as we do.

<b>Curious Explorer Award (Le Rosey K-2)</b>	<b>Creative Collaborators (Verrieres 3&amp;4)</b>	<b>Love of Work Award</b>	<b>In the Way of Mary Award</b>
<p>Awarded to students in Kindergarten to Year 2, in each class who demonstrate outstanding involvement, enthusiasm and commitment to the process of learning.</p> <p>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.</p>	<p>Recognises students in Year 3 and Year 4 who show curiosity by asking great questions, listening to others, making connections between ideas, and staying open to new and different ways of thinking.</p> <p>They communicate kindly, contribute to group tasks, value different viewpoints, manage their emotions and conflict in group settings, and work positively and cooperatively with others to achieve shared goals.</p>	<p>Awarded to students in each class who have demonstrated outstanding growth in their learning.</p> <p>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.</p>	<p>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.</p>

**10. Limit Setting and 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 limits and boundaries that are clear and well-articulated. Boundaries stem from our Code of Conduct, are clearly defined by the Educator and form a large part of the Class Charter.

**11. Permitted Behaviour Support and Discipline Practices**

The College utilises restorative and educational approaches to behaviour support, which may include:

- Restorative conversations and conferences
- Re-teaching expectations and social skills



- Reflection and problem-solving activities
- Supported breaks or cooling-off periods
- Individual behaviour, wellbeing or learning support plans
- Increased supervision or targeted interventions

These responses are always age appropriate, proportionate, and focused on repairing harm, restoring relationships and supporting positive change.

## 12. Grievance

When a student feels upset, hurt, confused, or unfairly treated because of something that has happened and they need help to talk about it and make things right.

A grievance might happen when:

- Someone says or does something that hurts their feelings
- There is a disagreement with another child
- A child feels left out or treated unfairly
- A problem keeps happening and the child doesn't know how to fix it on their own

In a restorative College, a grievance is not about blaming or punishment. It is about:

- Listening to how the student feels
- Understanding what happened
- Repairing relationships
- Helping students learn how to communicate, solve problems, and make better choices

We encourage students to share their concerns early so problems can be resolved calmly, respectfully, and safely.



## 13. Process for Students

When a disagreement or concern involving students occurs, the following process is implemented. Where it is reasonable and appropriate to do so, students are encouraged to respond independently in the first instance by using skills explicitly taught through Marcellin Group, UR Strong Skills and associated classroom learning.

### Step 1: Student-Led Strategies

Students are encouraged to:

- Say “no” in a clear, calm and assertive manner
- Talk it out – if possible
- Ask the other person to stop if behaviour is unwanted or unkind
- Walk away from the situation when face-to-face
- Move away from, block or switch off a device when the issue is occurring online, where relevant

### Step 2: Seek Support and Speak Up

If the issue cannot be resolved independently, or if the student feels uncomfortable, unsafe or unsure, students are encouraged to speak up and seek help.

#### Students can talk to:

- Their Marcellin Group Educator
- Any Educator or staff member at the College
- A trusted adult at school
- A trusted person identified by the student

#### Students are supported to raise concerns about:

- Something that is upsetting them
- Problems with friends or peer relationships
- Feeling unsafe, worried or uncomfortable
- Situations where someone is being unkind or harmful

#### Students are reminded that:

- No problem is too small
- Asking for help is encouraged
- Reporting concerns that may cause harm to themselves or others is always the right thing to do



## 14. Responding to Student Grievance

Each student belongs to a Marcellin Group that provides pastoral care and support.

### Marcellin Group Structure

- **Junior School:** The Marcellin Group Educator is the classroom Educator.
- **Middle School and Senior School:** Students attend Marcellin Group each morning with a designated Marcellin Group Educator.

### First Point of Contact

- The Marcellin Group Educator is the first point of contact for students who have a concern or grievance.
- In some cases, particularly in the Junior School, another Educator or staff member may identify a concern through observation and assist the student in seeking support.

### Supporting Minor Issues

- Many day-to-day, minor concerns are best managed with the support of caregivers.
- Parents and caregivers are encouraged to:
  - Talk through the issue with their child
  - Support problem-solving and communication skills
  - Encourage respectful resolution and repair of relationships

### Junior School Support

- In the Junior School, we use Kimochis to help students:
  - Identify and name emotions
  - Express feelings appropriately
  - Develop empathy and respectful responses to others



## 15. Marcellin Group

In Marcellin Group, students are supported through structured, age-appropriate activities and discussions that promote wellbeing, respectful relationships and problem-solving skills.

### **In age-appropriate ways, students will be explicitly taught:**

- How to resolve issues respectfully and constructively
- How and when to seek help from an appropriate adult
- How to differentiate between issues that can be managed independently and those that require adult support
- The difference between asking for help and reporting concerns that are serious or may cause harm to themselves or others
- In the Middle and Senior School, the Keeping Safe Curriculum will sometimes happen in Marcellin Group.

### **Through Marcellin Group sessions, students are supported to:**

- Express concerns in a safe and respectful environment
- Reflect on their actions and the impact on others
- Develop strategies to repair relationships and move forward positively

### **Step 3: College Response**

When a concern from a student is raised, the College will:

- Listen carefully and take the student seriously
- Help and support the student to feel safe
- Act by seeking additional support if required and following appropriate processes
- Keep students safe, ensuring wellbeing and inclusion for all

This process reflects the College's commitment to Strong Minds, Gentle Hearts, and ensures students feel heard, supported and protected within a safe and respectful environment.



## 16. Mean on Purpose (Bullying)

### Friendology (UR Strong) as a Restorative Practice

St Marcellin Catholic College utilises the UR Strong – Friendology program as an integral part of our restorative wellbeing framework. We do not refer to bullying rather we use the words ‘Mean on Purpose’.

Friendology provides students with a common, age-appropriate language and a shared set of strategies to understand, navigate and repair peer relationships in a healthy and respectful way.

As a restorative practice, Friendology supports students to:

- Understand the difference between friendship issues, conflict and bullying
- Recognise and name feelings and emotions experienced in relationship challenges
- Communicate needs assertively and respectfully
- Respond appropriately to friendship problems using taught strategies
- Take personal responsibility for their actions and their impact on others
- Repair harm and restore relationships following conflict.

### Preventative and Restorative Use

Friendology is used both proactively and responsively across the College:

- As a preventative practice, it builds social skills, resilience and emotional literacy
- As a restorative practice, it is used to support the resolution of peer conflict and minor grievances
- It assists students to determine when an issue can be managed independently and when adult support is required

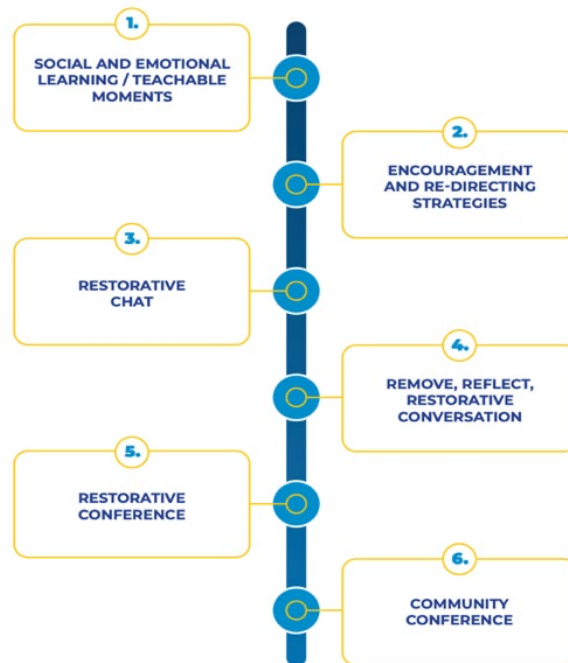
### Alignment with College Values and CEWA Expectations

The use of Friendology aligns with:

- Our Marist commitment to relationships, dignity and compassion
- Our belief that behaviour is learned and can be re-learned
- CEWA expectations that behaviour management:
  - Encourages acceptable behaviours
  - Supports respectful and positive relationships
  - Is developmentally appropriate and educational in nature

## 17. The Restorative Process

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



## 18. Communication with Parents about Student Wellbeing and Behaviour

The College maintains a range of documentation related to student wellbeing and behaviour, with a strong focus on supporting students to manage relationships and respond appropriately to conflict as part of their learning.

Our approach aims to develop students who are independent, resilient, and confident problem-solvers.

Communication with parents regarding student wellbeing is considered on a case-by-case basis and depends on the individual student and the nature of the concern.



Parents can expect contact from the classroom educator or a member of the College leadership team, in person, by phone, or via email, in the following circumstances:

1. When a child has been seriously injured or is significantly distressed because of an incident.
2. For repeated or escalating behaviour concerns where a student may need to be collected from school **or** remain at school for a period of supervised cooling-off to support safety and emotional regulation.
3. To communicate the outcomes and agreements reached during a restorative conference.
4. When there has been a breach of the school ICT policy.

Not every minor issue will result in parent contact, as we support students to develop independence and problem-solving skills.

## **19. Additional Situations Where Parents May Be Contacted**

In addition to the circumstances outlined above, parents may be contacted by the classroom educator or a member of the leadership team when:

- Ongoing wellbeing concerns are identified, including patterns of anxiety, withdrawal, emotional regulation difficulties, or changes in behaviour that may be impacting learning or relationships.
- Repeated or escalating behaviour concerns occur, particularly when classroom-based strategies have not been effective and additional support or collaboration is required.
- Attendance concerns arise, including unexplained absences, frequent lateness, or patterns that impact student engagement and wellbeing.
- Safety or risk concerns are identified, including threats to others, or behaviours that compromise the safety of the student or the wider school community.
- Support plans or adjustments are being developed, reviewed, or updated (e.g. behaviour support plans, wellbeing plans, learning adjustments).
- External agencies or services are being considered or involved, where parental knowledge, consent, or collaboration is required.
- Positive wellbeing or behavioural growth is observed, where sharing success supports strong home-school partnerships and reinforces positive development.



## 20. Targeted Behaviour and Wellbeing Support

Targeted behaviour and wellbeing support applies when students require a higher level of intervention to support positive behaviour, social development, and emotional regulation.

These supports are implemented strategically and may be used individually or in combination, depending on student need. This support may include:

- Plans for play in the Junior School and Middle School
- Directed use of sensory resources
- Remove/Reflect conversations
- Behaviour Frequency Tracking Charts
- Behaviour Support Plans
- Transition Plans
- Learning intervention
- Social Skills Groups
- Learning Support
- IEP goals
- One-to-one interventions
- External support services
- Attendance meetings

## 21. How Parents Can Support

- Encourage children to speak up and share concerns
- Reinforce respectful language and behaviour at home
- Support problem-solving and emotional regulation skills
- Attend Marcellin Inspire when available to support and further understand our pastoral model at the College
- Actively engage in your child's journey by attending parent sessions and Learning Conversations.
- Partner with the school early and work collaboratively



## 22. Serious Breaches of the Student Code of Conduct

In rare situations where behaviour is serious, we prioritise safety and support for all students.

We value our partnership with parents and carers and recognise the important role families play in supporting positive student behaviour.

Parents and carers will be notified when a serious breach of the Student Code of Conduct occurs.

### Examples of serious breaches may include (but are not limited to):

- Violence or physical aggression, including fighting or intent to cause harm
- Excessive or persistent swearing, particularly language that is abusive, threatening, discriminatory, or directed at others
- Behaviour that places the student, other students, or staff at risk
- Serious disruption to the learning or wellbeing of others
- Refusal to follow reasonable instructions after repeated support and redirection

In these situations, our approach is focused on safety, wellbeing, and learning rather than punishment.

### What will this look like?

- The College does not operate within a punitive model. Our response is grounded in restorative practices that support growth, accountability, and learning.
- If required to ensure the safety of the student or others, a student may be temporarily removed from the classroom or playground.
- A cooling-off period may be necessary. This may take place at the College or at home, depending on the circumstances.
- Parents and carers may be asked to collect their child from the College on the day of the incident.
- Parents and carers will be contacted as soon as practicable and provided with clear information about the situation and next steps.
- Meetings with parents and carers may be required to support planning for the student's return to the College.



- Parents and carers are expected to work in partnership with the College to support positive behaviour and reinforce expectations at home.
- Before a student returns to class, repairing harm and restoring relationships is required to ensure a safe and positive learning environment for all. Leaders may draw on the shared Friendology language when facilitating restorative conversations, reflection and re-entry following a cooling-off period.

Our shared goal is to support students in taking responsibility for their actions, learning from their experiences, and strengthening relationships within our school community.

## **23. What Does a Restorative Re-Entry Meeting Look Like?**

### **It may include:**

- The student
- A staff member
- A peer or family member
- Anyone affected (where appropriate)

### **Key questions asked:**

- What needs to happen so everyone feels safe again?
- How will we repair harm and rebuild trust?
- What support does the student need to succeed?

### **Outcomes might include:**

- A facilitated apology
- Repairing damage
- Agreement on future behaviour
- Check-in/check-out support
- Restorative contract



## 24. Student Safety, Supervision and Risk Management

Student safety and wellbeing are a priority. We have strong supervision, clear procedures, and robust Work Health and Safety (WHS) processes in place across the College.

### Incident Management

- If an incident occurs:
  - Families are contacted directly by the school.
  - An internal incident report is completed for school and system record-keeping.
- Incident reports are not shared with families unless requested by external services.

## 25. Explicit Prohibition of Harmful Practices

St Marcellin Catholic College explicitly forbids the use of:

- Any form of child abuse
- Corporal punishment
- Any degrading, humiliating or harmful punishment, whether physical, emotional or psychological

These practices are never permitted under any circumstances and are contrary to our values, Catholic teachings and legal obligations.

Clear guidance is provided to staff, volunteers, students and families about appropriate and permitted behaviour management practices within the College.

Authorised by	Anita Da Silva	Signature	<i>Anita Da Silva</i>
Effective Date	January 2025	Date	31/01/2025
Reviewed	March 2026		
Next Review	2027		



St Marcellin  
CATHOLIC COLLEGE

# ST MARCELLIN CATHOLIC COLLEGE

## We support positive behaviour

♥ STRONG MINDS, GENTLE HEARTS ♥



At St Marcellin, we teach and guide students to make good choices, build strong relationships and repair harm when things go wrong. We don't punish – we **TEACH, GUIDE** and **RESTORE**.

1



### STUDENTS TRY FIRST

We encourage independence and problem-solving.



Say "stop" calmly



Talk it out



Walk away

2



### ASK FOR HELP

If it's not resolved, support is always available.



Talk to your Educator



Talk to any staff member



Talk to a trusted adult

3



### SCHOOL SUPPORTS

We listen, guide and restore.



Listen to all students



Support emotional regulation



Guide respectful conversations



Repair relationships



### WHEN PARENTS ARE CONTACTED

You will be contacted if:



Your child is hurt or very upset



Behaviour is repeated or escalating



Safety is a concern



A formal meeting or plan is needed



Not every minor issue requires parent contact.



We build student independence first.



### OUR APPROACH



Relationships come first



Every child is treated with dignity



Mistakes are opportunities to learn



We work in partnership with families

### IF BEHAVIOUR IS ONGOING OR SERIOUS

In rare situations, we take additional steps to ensure safety and support for all.



Additional support strategies



Individual plans



Restorative meetings



Cooling-off period (if needed)



Always focused on **SAFETY, LEARNING** and **GROWTH**.



### OUR GOAL

To help every child:



Feel safe and supported



Build strong relationships



Learn to make positive choices



HOPE



HUMILITY



COMPASSION

We are a Catholic Marist community, grounded in faith, inspired by Marcellin Champagnat, where every child is known, loved and has a place to belong.



MARIST  
VALUES





**St Marcellin**  
CATHOLIC COLLEGE

**Student Code of Conduct**  
PRE-KINDERGARTEN TO YEAR 2



**In order to feel safe, we will**

- ✓ keep our hands and feet to ourselves
- ✓ follow playground and classroom rules
- ✓ look after our own belongings



**In order to have a strong mind, we will**

- ✓ say thank you and use our manners
- ✓ try our best in all we do
- ✓ keep trying even when its hard and we are struggling
- ✓ come to school with a positive attitude and a smile
- ✓ encourage others
- ✓ make good choices
- ✓ talk to everyone and do not purposefully exclude others
- ✓ be honest and tell the truth
- ✓ have a go at new and hard things
- ✓ look for ways to support our educators and fellow classmates
- ✓ ask for help when we need it
- ✓ celebrate our differences
- ✓ share and take turns
- ✓ think positively
- ✓ tell our side of the story



**In order to have a gentle heart, we will**

- ✓ say sorry when we need to
- ✓ forgive others when we need to
- ✓ be kind to ourselves so we learn from our mistakes
- ✓ use our words carefully
- ✓ say good morning and good afternoon and smile at people
- ✓ say good things about our classmates and educators
- ✓ make sure everyone feels valued
- ✓ help people and include everyone
- ✓ look for ways to help our friends
- ✓ thank our friends when they help us
- ✓ help our friends during indoor and outdoor activities
- ✓ share and take turns
- ✓ wait patiently
- ✓ put others first

STRONG MINDS | GENTLE HEARTS