



Student Wellbeing Policy:

Rationale

At St. Monica's we recognise the diversity of our staff, students and community. Students must be constantly affirmed and given the support to grow as individuals. At times their decisions and actions need to be challenged. This policy has been designed to support all members of the St. Monica's Primary School community and is used in order to promote positive behaviours amongst our students, families and staff members.

At St. Monica's we do not prescribe to a behaviour management program driven by punitive measures and control over children with the use of rewards and punishments. We believe in a philosophy of working with children, ensuring their voice is being heard and empowering them to take control of their own actions. We believe that relationships and having a growth mindset are the building blocks for all learning.

The purpose of this policy is to:

- be fair and respectful;
- support positive and respectful relationships between teachers and students and teachers and parents;
- promote respect for self, others and environment;
- establish a learning community that provides multiple and diverse opportunities for students to experience success;
- recognise students as individuals, not just learners;

Whilst the document is a means by which staff can support student behaviour, it is by no means prescriptive for all instances. Continued behaviour that occurs is left to the discretion of school leadership team which will determine appropriate courses of action. We do not, by any means, resort to any form of corporal punishment within this school.

St. Monica's Vision:

WE ARE A WELCOMING COMMUNITY BUILT ON ACCEPTANCE, COMPASSION AND MUTUALLY RESPECTFUL RELATIONSHIPS.

WE PROMOTE CONFIDENT AND RESILIENT YOUNG PEOPLE WITH A STRONG SENSE OF SELF.

WE ARE A COMMUNITY THAT EMPOWERS STUDENTS TO MAKE DECISIONS AND WE ENCOURAGE THE APPLICATION OF A GROWTH MINDSET.

Graduate Outcomes:

AT ST MONICA'S, OUR STUDENTS WILL STRIVE TO.....

DEVELOP EMPATHY, COMPASSION AND TOLERANCE

BE AN INDEPENDENT AND CURIOUS LEARNER

HAVE RESPECT FOR THEMSELVES, THE COMMUNITY AND THE ENVIRONMENT

TAKE RISKS AND DEVELOP RESILIENCE

School profile statement

St. Monica's School motto is "Learn to Love. Love to Learn." The students are encouraged to reflect on their behaviour and attitude, the example set by Jesus, which is taught through Making Jesus Real (MJR). The philosophy underpinning this policy is centred on Gospel values and Restorative Practice. The uniqueness of each person is acknowledged and encouragement will be given to respect ourselves, others and the environment.

The key to good Learning and Teaching at St. Monica's Primary School is the learning environment, and the quality of this environment is significantly determined by the human relationships within the school. Pastoral care cannot be thought of in separate terms from the Learning and Teaching at St. Monica's; it is a key determinant of successful learning.

St. Monica's student engagement practices seek to promote respect; for self, others and secure and healthy environments in which students can achieve success.

At St. Monica's, each community member values each individual and are therefore committed to upholding the rights of each person. Students must learn to accept that they are responsible for their behaviour and its effects on others in the classroom and school environment

Teachers use their professional judgement when responding to issues within the schooling environment in accordance with the Student Engagement Flow Chart. This discretion and judgement ensures teachers take ownership of the procedures outlined in this policy.

A unified whole school approach characterised by a common understanding and language is the key to the success and fulfilment of this policy. The support and cooperation of staff and parents/guardians is paramount.

Students at St. Monica's Primary School have the right to feel physically and emotionally safe at all times. It is the school's duty to maintain a safe environment for all students where they are free to express themselves, develop and grow socially, emotionally and physically and to also be engaged in the learning that they are receiving. Students with Disabilities and Impairments will be enrolled along with all other eligible children as per the CEW Enrolment Policy (Available on the St Monica's Website).

The enrolment of students with special needs should be considered in the light of relevant laws and the policies, guidelines and protocols of the Catholic Education Commission of Victoria and the S.S.E.B.

Whole-school prevention statement

At St. Monica's, our school motto is "Learn to Love. Love to Learn."

Our Graduate outcomes state that we want to encourage our students to become 'confident, resilient risk takers'. We attempt to do this by challenging our students in a safe and supportive environment and also scaffolding their learning to ensure that our learning environment provides opportunity for all students to succeed.

We provide students opportunities to develop their imagination and we strive to develop a Growth Mindset that will enable students to problem solve and embrace challenges.

We believe that personalising learning requires a highly structured and organised framework and this underpins all of our planning and how, as a school, we continue to search for new ways to structure learning and teaching.

We encourage our students to take responsibility for their own learning and actions. We are committed to offering our children a variety of learning experiences, which address individual needs and enhances a love of learning within each and every student.

St Monica's has high expectations and believe that all students are able to set learning goals and reflect on their progress to ensure they become independent learners. Particular emphasis is placed on students developing responsibility for their own learning through being organised and persistent in working towards achieving their goals.

We believe that all children have the potential to build competencies and capabilities to be responsible citizens with their own experiences, understandings and talents that assist them. The message of Jesus is central to who we are and all that we teach. Our School Identity statement reads; "Jesus is our guide, in him, we live, we move, we are called to be".

Students are encouraged to reflect on their actions (or choices) and attitude towards self and others through Restorative Practice and MJR.

At St. Monica's we believe that faith, student engagement, high student attendance, positive behaviours and relationships are at the forefront of what we aim to achieve as Catholic Primary Educators.

Promoting Positive Behaviours:

At St. Monica's we are committed to providing a safe, secure and stimulating learning environment. We believe that positive behaviours are most effectively supported through relationship based practices. At St. Monica's we use a range of intervention strategies and programs to support student engagement, including;

Strategies & Programs	Focus	Area of Engagement
Positive Relationships	Building positive relationships between students, parents/guardians, staff and the Parish community.	Social, emotional, cognitive, spiritual.
School Wide Behaviour Expectations	Across all grade levels students are explicitly taught the school expectations of respect for self, others and the environment. This philosophy has been adapted from the data received from staff survey that was based on the National Safe Schools Framework.	Social, emotional, spiritual, safety.
Circle Time	A time in the classroom that enables teachers to focus on building social relationships and reinforce the school behaviour expectations.	Social, emotional, spiritual.
Developmentally Appropriate Instruction	Play based and discovery focussed learning challenges students to pursue learning in their individual learning style. Play encourages their social and emotional development.	Social, emotional, cognitive, spiritual.
Personal Learning	Safe and positive learning spaces and programs that allow students to take risks with their learning and cater to individual needs. Reasonable adjustments made in conjunction with learning support team.	Social, emotional, cognitive.
Restorative Practice	Restorative Practice is an approach to discipline and relationship management that can transform the climate of a school and strengthen relationships between students, and between teachers and students, laying the foundation	Social, emotional, spiritual.

	for improved academic and personal outcomes in education.	
Making Jesus Real	A program that encourages students to reflect the image of Jesus to the people around them. These include the values of showing care and compassion, respect, honesty and trustworthiness, understanding, tolerance and inclusion, responsibility, accountability and fairness.	Social, emotional, spiritual.
Student Conferences and LA Meetings	Students have the opportunity to reflect upon their learning, to set personal goals and celebrate success. This process also engages families in the learning of their children.	Cognitive, social, emotional.
Liturgy, Prayer & Meditation	Students have the opportunity to reflect and engage in formalised prayer. Also to connect with the wider parish community.	Spiritual.
Counselling	School counsellor is available to receive student referrals from classroom teachers.	Social, emotional.
Defence School Transition	Provides a range of services and resources for Defence children, to transition between schools and education systems when families move, and to provide support for the unique needs of Defence students.	Social, emotional, cognitive.
Speech & Language Intervention	Providing resources and information, as well giving advice and direction to students, their carers, teachers and other professionals.	Cognitive.
Chaplain	Provides pastoral wellbeing services to support students, staff and the school community.	Social, emotional.
Social Justice Outreach	Mission Madness, Meals on Wheels, Project Compassion, Social Justice Immersion Programs, Birralelee House.	Social
Community Leaders	Students are organised into four cross- age communities. These communities form the basis for competitions in athletics, walk- a- thon etc.	Social, physical.
Guardian Angels	Senior students provide friendship and support to a foundation buddy in their transition to school life. Classroom Guardian Angels are also provided to students new to St Monica's.	Social, emotional, spiritual.
Reading Intervention Levelled Literacy Intervention LIZZIE	Provides targeted literacy intervention to students at risk.	Cognitive.
Parent Involvement	Providing opportunities for parents to contribute to and be a part of the school community and culture. To encourage a sense of inclusion within the school community.	Social.

Incursion/Excursion (including overnight camps)	Students have the opportunity and are encouraged to participate in all incursions and excursions. To develop their independence and to adapt to different social situations and challenges.	Social, emotional, cognitive, physical, spiritual.
Fire Carriers	The FIRE Carrier Project seeks to keep the Reconciliation flame alight in schools, educating the wider community about Reconciliation, our shared history and cultures.	Social, spiritual.
I-Can Network Partnership	The I CAN Network is a mentoring program for schools run by young professional people on the Autism Spectrum. Their aim is to empower and enable all students to grow their emotional literacy and feel connected with their school community, making school a positive part of their life. We work closely with our local I CAN representative to provide 'Imagination Club' sessions for this purpose.	Social, emotional

Rights and responsibilities

Rights and Responsibilities of Staff

Rights	Responsibilities
<p>Staff have the right to:</p> <ul style="list-style-type: none"> • A positive school culture, where opinions are appreciated, free from discrimination. • Feel safe, supported and respected by the school community. 	<p>Staff have the responsibility to:</p> <ul style="list-style-type: none"> • Research and participate in Professional Development to allow for engaging and relevant content, and to put into practice where possible. • Support the Catholic Identity of the school and Parish community; • Know how students learn and how to teach them effectively. • Know the content they teach; • Know their students. • Plan and assess for effective learning; • Strive to create and maintain a safe and challenging learning environments; • Use a range of teaching strategies and resources to engage students in effective learning; • To lead by example; and • Promote and support school policies, procedures and events.

Rights and Responsibilities of Students

Rights	Responsibilities
Students have the right to: <ul style="list-style-type: none">• Learn• Access the curriculum• Participate in their faith journey;• Access a variety of learning experiences that cater for all learning styles;• Feel a sense of equality and be a part of St. Monica's school community;• Feel welcomed and valued at St Monica's;• Learn and play without intimidation, bullying or harassment;• Access to learning environments;• Express individuality in an inclusive environment;• Feel safe and respected to express concerns, issues or challenges; and• Take safe risks with their learning.	Students have the responsibility to: <ul style="list-style-type: none">• Respect self, others and their environments;• Be a WEST person;• Learn to Love, Love to Learn;• Be responsible for their actions as a digital citizen;• Listen to, help and cooperate with others; and• Be punctual in their attendance in school and classes.

Rights and responsibilities of Parents/Guardians

Rights	Responsibilities
Parents/Guardians have the right to: <ul style="list-style-type: none">• Be part of their children's schooling;• Be informed about their child's learning and progress;• Provide feedback relating to school matters; and• To trust that children work, play and learn in a safe and friendly environment.	Parents/Carers have the responsibility to: <ul style="list-style-type: none">• Commit to their child's regular attendance and punctuality;• Engage in regular and constructive communication with school staff regarding their child's learning;• Trust the professional judgement of teaching staff when dealing with issues regarding the child's education;• Support the school in maintaining a safe, supportive and respectful learning environment for all students;• Model and support the school's policy of accountable behaviour as a digital citizen;• Promote positive learning outcomes with their children by taking an active role in their child's education;• Assist children in attending school camps; and• Be supportive in the Restorative process

Shared Expectations

Engagement:

Leadership

- Uphold the right of every child to receive an education;
- Ensure the school complies with its duty of care obligations to all members of St. Monica's community as well as its obligations under the equal opportunity and human rights legislation;
- Acknowledge the diversity of the school community and deliver learning and teaching to be inclusive and responsive to all student needs;
- Access educational provision for all students.

Staff

- Provide constant feedback for students and parents;
- Endeavour to provide quality learning and teaching practices and evaluate teaching strategies to foster engaging learning spaces;
- Ensure that the learning environment is free from disruption in the teaching and learning process;
- Provide a safe and supportive learning environment that allows for students FAIL (First Attempt In Learning), to take safe risks and experience success;
- Foster and encourage relationships between home and school that promote engagement, wellbeing, strong communication and lifelong learning.

Students

- To participate in all school learning activities;
- To meet their personal learning goals and school expectations in order to fulfil their learning needs;
- In a relationship with Jesus and continue on their personal faith journey.
- Be happy with who they are;
- Are Hope-filled, gracious and peaceful, truthful and honest;
- Technologically and environmentally capable;
- Dignified and respectful of themselves, others and their environments;
- Are confident, resilient and reflective learners, in order to challenge themselves and adapt to change;
- Imaginative and creative thinkers; and
- Positive and enthusiastic role models in the community.

Parents/Carers

- Assist and support the school's efforts to educate young people.

Attendance:

Staff

- Encourage punctuality;
- Ensure attendance records are completed; and

- Monitor and follow up on absences.

Students

- Come to school everyday throughout the school year in the agreed uniform;
- Move between toilet, drink or movement breaks in a timely manner.
- Stay within the school grounds unless with a teacher; and
- Attend all scheduled classes and meetings on time.

Parents/Carers

- Ensure that enrolment details for your children are correct;
- Ensure that your children attend school and class time regularly;
- Advise the school as soon as possible when your child is absent from school; and
- If your child is late or leaves early, she/he will need to be signed into or out of the office.

Behaviour:

Leadership

- Lead, support and promote preventative and restorative approaches to behaviour issues;
- Monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies; and
- Provide professional development for staff to support positive behaviours.

Staff

- Implement the student Student Wellbeing policy within all areas of the school;
- Consistently document all student engagement issues promptly;
- Provide support and assist your area when action is required;
- Lead by example and model the school expectations of respecting yourself, others and environments;
- Encourage WEST (Welcoming, Encouraging, Sorry, Thankyou) actions in Making Jesus Real.
- Allow each student the opportunity to voice their point of view in a restorative practice, developing self-esteem and ensuring that children understand the Restorative process.

Students

- Display positive and safe behaviours that show respect towards self, others and environments;
- Actively participate in the learning process; and
- Encourage WEST actions and focus on the inclusion of others and accepting differences.
- Take responsibility for their actions, treatment of others and level of respect towards self, environment and their learning.
- Understand the Restorative process and language used in these instances.

Parents/Carers

- Remain up to date with all policies and procedures within the school;
- Maintain consistent approach that supports their child's learning and engagement in and out of school; and
- Support the school's behavioural expectations
- Encourage resilience in their child

Student Engagement Actions and Follow Up Measures:

St. Monica's is committed to providing a safe, secure and stimulating learning environment. Through fostering a happy, healthy and safe environment, students are able to reach their full potential, knowing that they are supported by a positive school culture.

Student learning is fundamental at St. Monica's and is nurtured through the well being of each student to ensure that they are positive and engaged in their learning.

At St. Monica's positive behaviours are effectively supported through relationship-based whole-school and classroom practices. St. Monica's is aware that each student is unique and has different needs. These students and their individual needs will be recognised and appropriate support will be provided to encourage positive behaviours so they can feel engaged within the classroom.

Prevention and early intervention strategies are vital to student engagement.

At St. Monica's we have a whole school approach towards prevention and early intervention, which focuses on positive interactions and relationships. It also includes:

- clear expectations;
- promoting positive behaviours (see table above);
- allows empowerment for students to take on responsibility and be involved in decision making (Restorative Practice);
- promoting and providing a classroom culture which demonstrates respect for self, others and the environment;
- data collection and analysis to regularly monitor students who are experiencing difficulty with learning and/or behaviour; and
- prompt action and follow up with the staff and students involved, with the support of leadership and parents/carers.
- bottom line actions as a result of inappropriate behaviour as determined by Learning Advisor.

At St. Monica's we promote a whole school Restorative Practice approach to student engagement. We believe that Restorative Practice promotes social equity in relationships, empathy and personal accountability. Restorative Practice reaffirms relationships, repairs relationships and rebuilds relationships.

Continuous high level breaches of the Student Positive Behaviour Flowchart may result in internal or external suspension. Suspension may be implemented when there are parents/carers capable of helping their child through this difficult time.

When expulsion is unavoidable, principals have a responsibility to demonstrate that expulsion is the only appropriate measure and that all other measures consistent with a staged response and the student engagement policy have been implemented in good faith by the school without success.

Only the Principal has the authority to expel a student from the school and this responsibility cannot be delegated to any other person at the school.

Guidelines for use of Student Behaviour Flowchart:

All staff at St Monica's Primary School believe that students remain engaged and exhibit positive behaviours when:

- The learning environment is stimulating, varied and interesting.
- Learning caters for the individual needs of our students and;
- The importance of positive social relationships is promoted and encouraged.
- Classrooms are set up at the beginning of the year and all students are involved in setting the expectations that are to be upheld throughout that particular year.
- Each area will come to a consensus of the shared expectations of that area that are in line with the school expectations also.

At St Monica's, we understand that occasionally, students will breach certain aspects of the Student Wellbeing policy. The result and consequence of any breach will be logically connected to the offence.

Follow up actions will range from discussion and warning, contacting or meeting with parents and removal from the yard or classroom at certain stages, depending on the offence. At the extreme level, student suspension (internal and external) along with expulsion will be considered.

- Each area within the school need to discuss how teachers can attend to certain problems and are to negotiate classroom agreements at the commencement of every school year that encourage respect of self, others and environment.
- Staff are to document student incidents on SIMON portal and this will make up the Pastoral Profile of each student across the school. All incidents will be archived on SIMON for future reference and reporting/ conference feedback.
- Staff are trained in use of Restorative Practice and will be able to facilitate 'Circle' time within their classrooms alongside Restorative conferences and conversations.

Appendix 1: Student Behaviour Flow Chart:

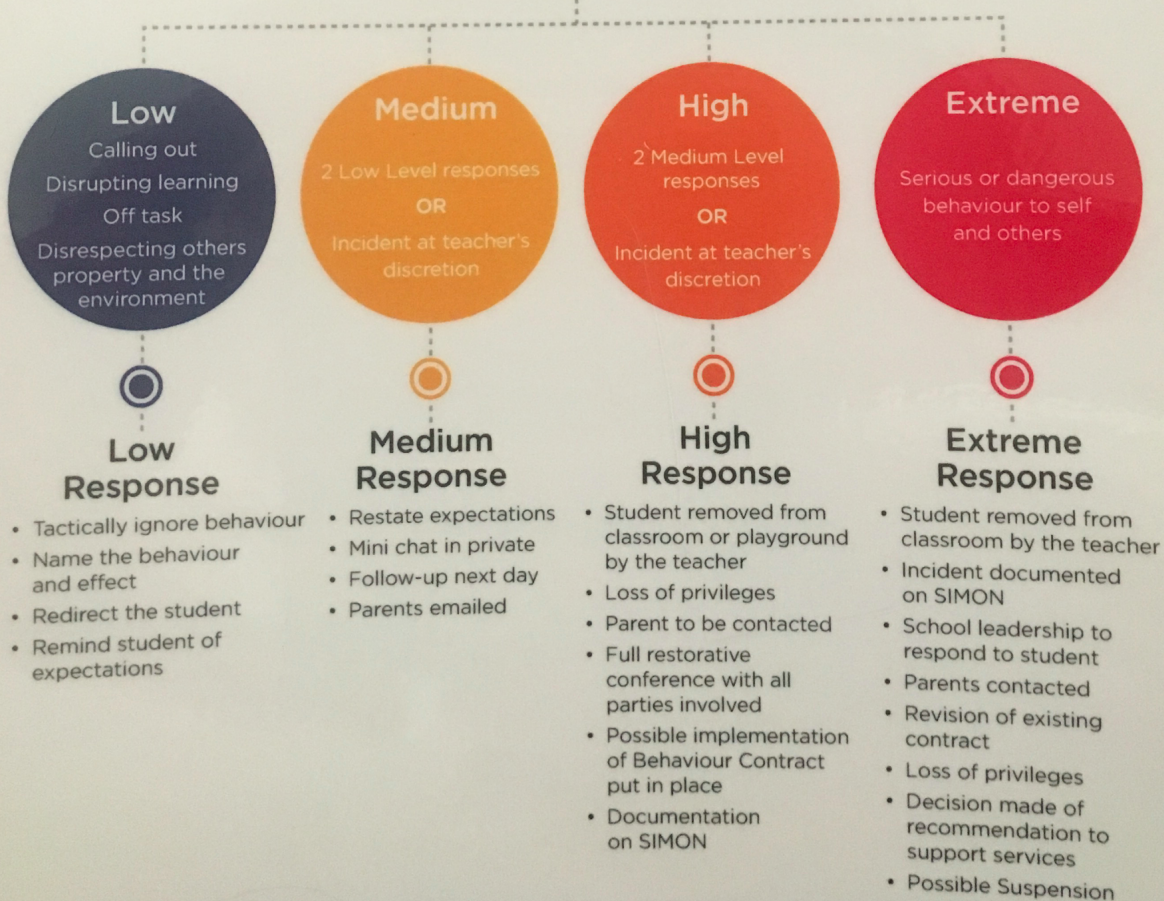


St Monica's
PRIMARY SCHOOL WODONGA

Everyone at St. Monica's has the right to feel safe and happy.



Disruption Levels



APPENDIX 2:

CIRCLE TIME

Circle time is a group oriented way of supporting children to understand their own and other's feelings, thoughts and behaviours. The values include mutual respect, equal opportunity and inclusiveness. It provides opportunities to practise being assertive instead of aggressive and to experience feelings of respect and acceptance from one another. It will also encourage increased awareness and personal responsibility for behaviour, including their response to social situations. Sessions are run fortnightly or at the teacher's discretion.

Develop Expectations

1. Group members will listen when someone else is speaking
2. They will signal if they want to speak
3. They have the right to 'pass' at any time
4. They will be positive (no put-downs)

Participants can also determine some of their own expectations to suit the group's needs.

Circle Time Structure

- Participants sit comfortably in a circle and are able to see each other.
- Regularly review expectations of the group.
- Circle time purpose is clearly identified and understood by the group.
- P-2 engage in a 15 minute session including 2-3 different strategies. Grades 3-6 engage in a 30 minute session, also including 2-3 different strategies.
- See resource list below for strategies.

Resources

- Beginners Guide to Circle Time - Bob Bellhouse
- Circle Time - Teresa Bliss and Jo Tetley
- Circle Time Resources - George Robinson & Barbara Maines
- Circle Time and learning about feelings - Bob Bellhouse & Glenda Johnston

Circle time: We are a team of learners!



We are learning to use Circle time as a tool to think about how we can work as a team.

What is Circle time?

Circle time is a group way of learning about:

- understanding and valuing yourself*
- understanding and valuing others*
- positive relationships*

Everyone is accepted and equally valued



- Through games and sharing with your class you will learn more about yourself and each other in a fun, safe and supportive way.*

Circle Time Expectations

- 1. I will listen when someone else is speaking*
- 2. I will signal if I want to speak*
- 3. I have the right to 'pass' at any time*
- 4. I will be positive (no put-downs)*

APPENDIX 3:
RESTORATIVE PRACTICE

RESTORATIVE PRACTICE SCRIPT:



TYPICAL QUESTIONS THAT CAN BE ASKED IN A **RESTORATIVE PRACTICE** SITUATION (IN THIS ORDER).

1. CAN YOU TELL ME WHAT HAS HAPPENED? **(BOTH)**
2. WHAT WERE YOU THINKING AT THE TIME? **(BOTH)**
3. WHAT HAVE YOU THOUGHT ABOUT SINCE THEN? **(BOTH)**
4. WHO DO YOU THINK HAS BEEN AFFECTED BY YOUR BEHAVIOUR? **(OFFENDER)**
5. HOW DO YOU THINK THEY HAVE BEEN AFFECTED BY YOUR BEHAVIOUR? **(OFFENDER)**
6. HOW HAVE YOU BEEN AFFECTED? **(VICTIM)**
7. WHAT HAS BEEN THE HARDEST THING FOR YOU? **(VICTIM)**
8. IS THERE ANYTHING YOU WANT TO SAY? **(OFFENDER)**
9. WAS YOUR BEHAVIOUR FAIR/ UNFAIR? **(OFFENDER)**
10. WHAT DO WE NEED TO DO TO FIX THINGS? **(BOTH)**
11. WHAT WOULD YOU LIKE TO SEE HAPPEN TO REPAIR THE HARM? **(BOTH)**
12. IS THIS FAIR? **(BOTH)**
13. CAN WE DO THIS/ CAN WE MANAGE THIS? **(BOTH)**
14. IS THERE ANYTHING YOU WOULD LIKE TO SAY? **(BOTH)**

BE KIND AND FAIR	NEVER HARM ANOTHER BY THOUGHT, WORD OR DEED	
BE HONEST	ALWAYS HELP ANOTHER	FORGIVE
TREAT OTHERS AS YOU WOULD LIKE TO BE TREATED		

APPENDIX 4:
EXCLUSION, SUSPENSION AND EXPULSION REGISTER:

REGISTER OF EXCLUSION, SUSPENSION & EXPULSION:
NAME:
DATE:
PERSON RESPONSIBLE:
OUTCOME: EXCLUSION SUSPENSION EXPULSION (Circle)
All procedures are in consultation with CES & CECV policies. SIMON will archive all student behaviour incidents and are to be accessed when this register is to be utilised.

APPENDIX 5:

Strategies to prevent the discrimination of students with a disability.

The following examples of procedures must be read and understood in conjunction with the school's child safe policy, student wellbeing policy and curriculum planning document.

Procedures in place with the school include:

- Personalised learning plans
- PSG meetings and communicated minutes
- Professional consultations
- NCCD briefings and accurate processes

Resources:

- [COSSI: Diocese of Sandhurst](#)
- [NSSF: National Safe Schools Framework](#)
- [Ministerial Order 870: Child Safe Standards.](#)
- Beginners Guide to Circle Time - Bob Bellhouse
- Circle Time - Teresa Bliss and Jo Tetley
- Circle Time Resources - George Robinson & Barbara Maines
- Circle Time and learning about feelings - Bob Bellhouse & Glenda Johnston
- Restorative Practice
- Making Jesus Real - Peter Mitchell
- Classroom Behaviour - Bill Rogers
- How to manage children's challenging behaviour - Bill Rogers

Review of Policy:

5th April 2022. Deputy Principal and Leadership team.