



Nazareth



PERSONAL RESPONSIBILITY AND WELLBEING PROCEDURE

Information for Families



Nazareth

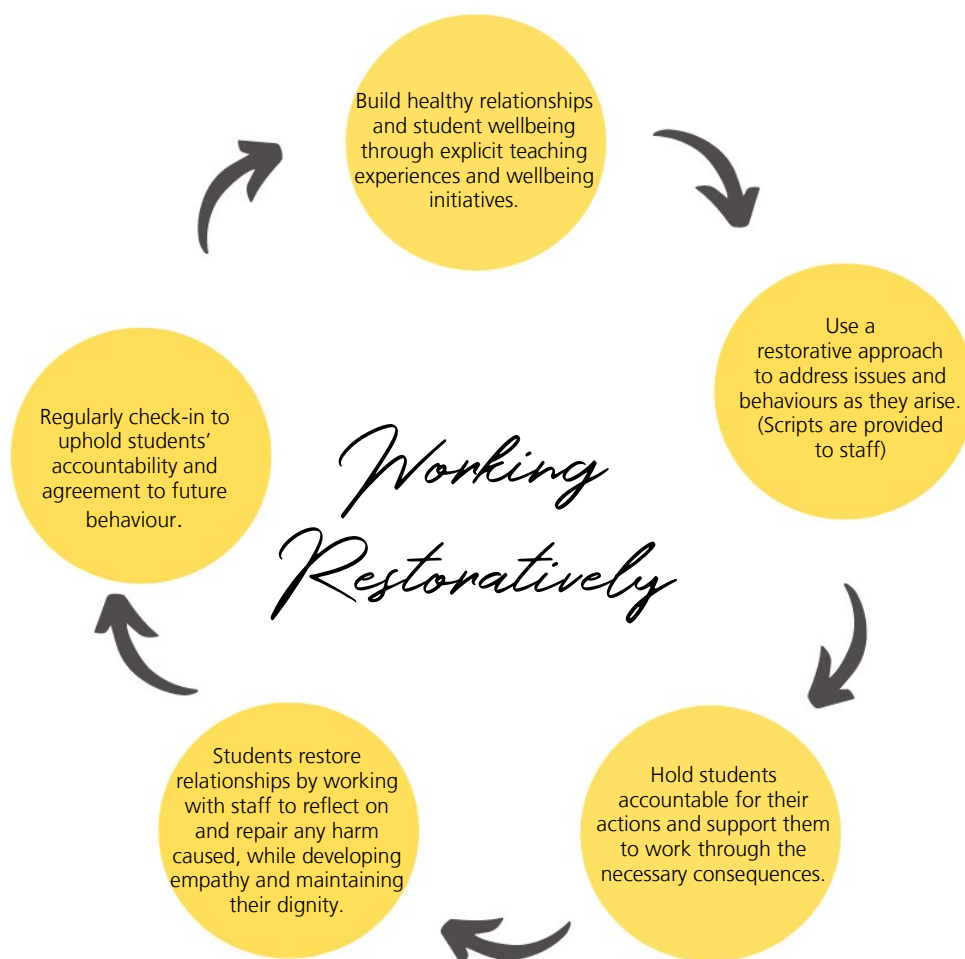
Being a responsible member of any community requires you to behave in a way that satisfies your own needs while at the same time, does not deprive anyone else of that same right.

At Nazareth Catholic College everyone has the right to:

- A friendly and safe environment.
- Engage in Teaching and Learning.
- Establish and maintain positive relationships with others.
- Be a member of a connected community.

A Whole-School Approach to Behaviour and Wellbeing

Restorative Practices is a whole-school approach to how we develop and maintain positive relationships between all community members. Please find below the process that we have adopted at Nazareth Catholic College in order to maintain a positive and engaged community.



Restorative Practices

Restorative Practices is a whole-school approach to how we develop and maintain positive relationships between all community members. Please find below the process that we have adopted at Nazareth Catholic College to maintain a positive and engaged community. Through implementing Restorative Practices principals, school leaders and staff members work together to establish and maintain a positive school culture. All staff communicate, teach, and model the positive behaviours they expect students to exhibit. By setting expectations, and regularly reinforcing appropriate behaviours, we endeavour to have less incidents of inappropriate behaviour and more time experiencing positive learning in classrooms.

Restorative Practices encompass a set of values that point us in a clear direction about best ways to meet people's needs, particularly when wrongdoing or conflict has caused harm to people and relationships. Restorative Practices, based on the principles of **Restorative Justice** tell us that:

- The people who are most affected by a problem are best placed to find solutions to that problem.
- When behaviour or conflict causes harm to people, meeting the needs of those affected becomes central in any process that follows. Those affected must have a voice.
- The aim of any intervention should be to restore a situation to a state of balance and safety, and to repair harm caused, rather than to inflict further harm through punishment.
- Those whose behaviour has caused harm need to be given opportunities to put things right (make amends) with those harmed, through genuine attempts to repair the harm their behaviour has caused. This develops empathy and allows students to take full and active responsibility for their behaviour.

Bill Hansberry, (2009-2016)

At Nazareth Catholic College, we believe in dealing with challenging student behaviour restoratively so that students are made accountable and understand how their behaviour affects others, as well as devise ways to repair any harm they have caused. We also believe in ensuring the students' dignity remains untarnished and that all relationships are restored in the process. When addressing challenging student behaviour, teachers use a restorative approach, using the Restorative Practices dialogue. Staff at Nazareth Catholic College have received training and professional development opportunities to implement Restorative Practices with students. Staff are confident in using a restorative approach when managing student behaviour by engaging in Restorative Conversations. These conversations are an opportunity for teachers to address the behaviour as an instructional opportunity. They allow students to self-reflect on their behaviours whilst staff reiterate school expectations, enabling students to practice expected behaviours moving forward.



Classroom Behaviour Management Procedure

The following outlines the process a teacher will use when responding to inappropriate behaviour choices in class. This procedure allows teachers to work restoratively with students, whilst working in partnership with families and members of leadership.

For low level behaviours e.g. using unkind words, friendship issues, excluding, not sharing spaces or equipment, distracting others in the classroom, isolated incident such as being disrespectful once, or not following class expectations.

1st Response –

A reminder of appropriate behaviour expectations is given and managed by the classroom teacher.

2nd Response –

The class teacher assists the student to stop and supports them in managing themselves and their regulation.

E.g Calm Corner, breathing techniques, time in a buddy classroom.

3rd Response –

A Restorative Conversation is had between the class teacher and student. Students may be asked to fill out a *Reflect and Restore* document as a written reflection which can be sent home. Depending on the nature of the conversation, the teacher may also document this via a **Restorative Conversation** notification on SEQTA and this can also be sent to families.

For non-negotiable behaviour e.g. swearing, inappropriate language or comments, hitting, punching, bullying or verbal harassment, consistently not listening to teacher instructions and/or disrespecting themselves or others.

4th Response –

The student is issued with a **(Findon) Inappropriate Behaviour** notification via SEQTA for continually not following staff instructions or displaying a non-negotiable behaviour. Students will miss out on their play time at recess the following day to have a Restorative Conversation with a member of leadership in the Reflection Room. This is communicated to families via a **Reflection Room** notification.

Accelerated Response– Leadership Office Referral.

For high level behaviour e.g. Fighting or extreme violence, verbal abuse, unsafe use of equipment.

A student is sent to the office due to extremely inappropriate behaviour. A member of the leadership team will have a conversation with the student, and the student will have time to reflect on their choices. In adherence to the CESA Guidelines and depending on the severity of the incident, students may be walked back to class for a re-entry conversation with class teacher, or in some cases may need to go home for further reflection and to ensure their safety and that of others. Families will be notified via a phone call or SEQTA notification, depending on the incident.



Non-Negotiable Behaviour

- Students use appropriate language at school.
- Students treat themselves, others, and the environment with respect.
- Students follow staff instructions.

Reflection Room

If a student is issued with a **(Findon) Inappropriate Behaviour** notification via SEQTA for continually not following staff instructions or displaying a non-negotiable behaviour, they are to attend the Reflection Room at Recess the following day to have a Restorative Conversation. This conversation and any agreed actions are communicated to families via a **Reflection Room** notification.

Students self-reflect about their choices and behaviours displayed by filling out a 'Reflect and Restore Sheet' and engaging in a conversation with member of leadership. These sheets are taken home to share with families. Students may also be supported to speak with other students who were involved in the incident to ensure that relationships are restored moving forward.

If a student does not attend the Reflection Room on their allocated day, they are required to attend the following day. If a student attends the Reflection Room three times within a Term, they may be required to spend a day in the leadership office for further conversations to take place (under the discretion of the leadership team).



Recognising and Awarding Positive Behaviour



5 Habits of Excellence

At Nazareth, we recognise and award students who demonstrate positive behaviour and who promote our 5 Habits of Excellence.

Teachers also acknowledge positive behaviours and work habits by awarding a **Habits Promoter** notification. This is communicated to staff and families via SEQTA and is a great way for teachers to document, celebrate and share student successes and achievements throughout the year.

House Points

House Points are a way staff celebrate positive behaviour and build house spirit. Throughout the year, teachers, and staff members also award **House Points** for students who present positive behaviour in the classroom and yard. These points are awarded to students earn points for their allocated House team named after our college's Patron Saint. House Points are tallied throughout the terms and the winning House each term wear casual clothes at the end of the Term. Overall house winners are rewarded with a special House celebration.



Patron Awards

Patron Awards are awarded to students by class teachers at Assembly. Students receive a Patron Award for displaying the qualities and attributes of the college's Five Patrons.



Nazareth

SEQTA Pastoral Care Notifications



Outlined below are some of the Notifications that families may receive on SEQTA Engage. SEQTA notifications will be used regularly by all staff to communicate with families. It is important that parents and caregivers regularly check for any new notifications.

Restorative Conversation

All staff members work closely to support students using a restorative approach. When staff engage in a restorative conversation with students, you may be informed of this via a **Restorative Conversation** notification. This allows teachers to effectively work in partnership with families and students to work towards positive outcomes.

(Findon) Inappropriate Behaviour If a student receives an Inappropriate Behaviour notification, they are required to attend the Reflection Room the following Recess. This is so that they can have a follow up conversation with a member of the Leadership Team to discuss their choices and the impact it had on themselves and others and make a plan to repair any hurt caused.

Once a student has attended the Reflection Room, the member of leadership will lodge this on SEQTA via a **Reflection Room** notification and send to relevant staff members and parents / caregivers. This notification outlines the restorative conversation had and any strategies discussed that will support students in their future decision making.

Habits Promoter

Teachers acknowledge ongoing positive behaviours and work habits in the classroom by awarding a **Habits Promoter** notification. This is communicated to staff and parents / caregivers via SEQTA and is a great way for teachers to document, celebrate and share student successes and achievements throughout the year.

Presentation and Uniform

Teachers may issue a **Presentation and Uniform** notification to record breeches of the Personal Presentation and Uniform Requirements. If a student continues to breach the college uniform requirements, a member of leadership will follow this up with students and their parent / caregivers.

Personal Responsibility

Teachers may use this notification to document and communicate when a student is not meeting their personal responsibility requirements, such as uncharged or incorrect use of laptop, incompleteness of homework, not following the class expectations.

Learner Support

A **Learner Support** notification is used by teachers to share information with parents / caregivers about how their child is progressing in their learning. A student may require additional support to access a particular part of the curriculum and this notification allows families to be aware and have the opportunity to further support their child at home.



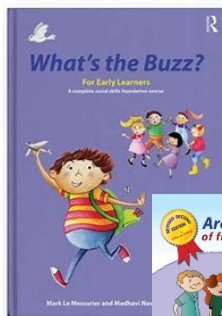
Student Development and Wellbeing in The Classroom



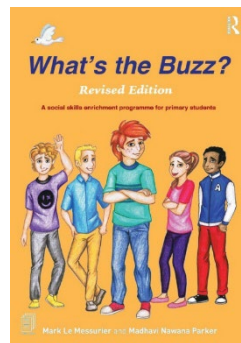
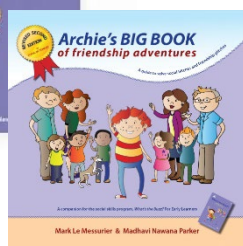
Wellbeing Program

Wellbeing Wednesdays are weekly lessons in class that provide the opportunity for our students across the campus to engage in Social and Emotional Learning.

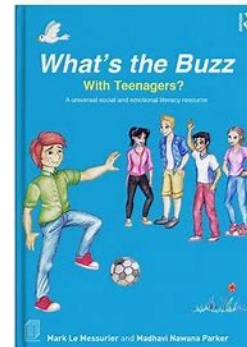
Reception – Year 6 students are explicitly taught social skills through the ‘What’s The Buzz?’ program throughout the year. This is an evidence-based program to teach young people social and emotional intelligence, designed by Mark Le Messurier & Madhavi Nawana Parker.



Reception-
Year 2 Program



Years 3-5 Program

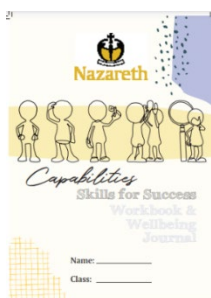
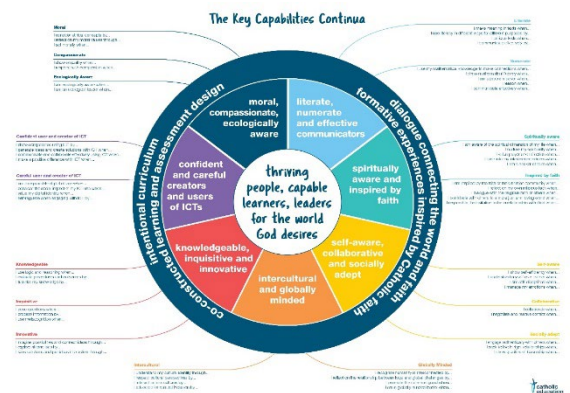


Year 6 Program

CESA Key Capabilities Continua

At Nazareth we believe that explicitly teaching Capabilities-Skills from Reception to Year 6 is imperative for their development as learners. This year, teachers will focus on CESA's Key Capabilities Continua to teach students the transferrable skills they need for future success and provides them with opportunities to apply these in their every-day context.

A resource has been developed to support students to develop each of the seven key capabilities outlined in the framework, known as the Key Capabilities Continua. Co-constructed with students and for students, the Continua is a tool to support children and young people to reflect on, evidence, plan for and grow their capabilities in partnership with educators and their families.



The Continua is designed for use at any age or year level. It invites children and young people to evidence their capabilities by engaging in and drawing upon a variety of experiences both within and outside of school, and through reflection on these experiences. Teachers from Reception to Year 6 will place a focus in their teaching and learning experiences to model and teach these seven capabilities and give students the opportunity to explore and self-reflect on how they execute these skills. Students will document their progress in learning and developing these key capabilities through the use of their workbooks.



Nazareth

CESA Pulse Check In Survey

Every term, students complete the Pulse Check in Survey which is distributed by Catholic Education South Australia. The Classroom Pulse Check-In is intended to support teacher's pastoral care and enhance student wellbeing by giving students the opportunity to voice how they are currently feeling about their experience at school and seek support from their teachers and other staff members, if necessary. This survey supports teachers in becoming aware of any concerns or issues students may be facing that they hadn't previously discussed.

Rec-Year 6 Bullying and Harassment Policy

Every student within Nazareth has a right to feel safe and protected against bullying and harassment by others. Please find the Reception-Year 6 Bullying and Harassment Policy on our college website.

[Policies, Documents & Forms | Nazareth Catholic Community](#)
[Bullying Infographic-Nazareth Findon Campus](#)

Student Support

School counsellor

Counsellor support is available for individual students from Reception-Year 6. If a student feels they need to see the Campus Counsellor about an issue, they are required to speak to their class teacher who will assist them in making a time. If ongoing support is required, the Campus Counsellor will communicate with families and relevant staff to ensure that the student's needs are supported.

Art Therapy

Art therapy finds its origins in the combination of two fields, art therapy and psychotherapy. From that origin it branches out into other fields, from art therapy for children, to art therapy as part of emotional release and healing. It is a therapeutic process that uses art as a form of therapy to help with anxiety by improving self-esteem, resolving problems, expressing feelings and goal setting which aids towards improved thinking patterns.

This program is designed to support the student to express themselves and process their emotions through art making in a variety of mediums and also learn healthy coping strategies to manage their emotions in a safe nurturing environment. This will happen once a week for 30 minutes in one-on-one situation for the duration of term.

Students who access the program are often recommended by their teacher or student counsellor if they feel this form of therapy can assist the student with their overall wellbeing.

Sensory Room

The Sensory Room is a wonderful space for students to access should they need time, space, and specific tools to regulate their emotions. Students must always be accompanied by an educator. Typically, only students who have a PPL outlining their sensory needs can access this space, and it is important that staff don't find themselves in vulnerable situations. Ensure Protective Practices are being implemented at all times.



Student Leadership Opportunities

Each year, students from all year levels have an opportunity to gain a leadership role within the campus. This is a fantastic opportunity for students to develop their leadership skills, show responsibility, gain student agency, and make positive change.

Leadership opportunities include;

- Student Leader
- Eco Chief
- Golden Hearts
- Year 6 Captaincy Program
(10 House Captains with accompanying Ambassador roles)
- Charter Ambassador Program
- SHOOS Monitor (Students Helping Out Other Students)
- School Crossing Monitor

Year 6 Captaincy Program

In Year 6, we offer a captaincy program which includes 10 leadership positions. Students have the opportunity to apply and be elected as a **Year 6 House Captain** for McAuley, Romero, Catherine, Dominic, or MacKillop. There are two students allocated per House.

The students who are elected as House Captains also share their gifts and talents as allocated **Ambassadors** of the different teaching, learning and extracurricular programs we have at Nazareth. This allows our elected House Captains to have significant roles of responsibilities and give a particular focus to their leadership development.

Ambassador roles include:

- Arts Ambassador
- Sport Ambassador
- Sustainability Ambassador
- Learning Ambassador
- Campus Ambassador

Students apply for captaincy positions in Term 4 of Year 5 and are elected prior to starting Year 6. Our Captaincy Program aims to provide our senior students many opportunities to lead initiatives, drive positive change and have agency in their school community.



Nazareth

Buddy Program

Our buddy program helps to promote friendship, social awareness, connection, responsibility and is a way to instill a love of learning with peers. Buddy time fosters a greater sense of belonging and establish a more inclusive school community.

Students from Reception to Year 5 students will engage in a Buddy Program where each child is allocated a 'buddy' from another year level. Teachers collaborate to facilitate experiences with allocated buddy classes on a regular basis. This is a much-loved program for our students.

Allocated Buddy Classes:

Reception	Year 4
Year 1	Year 6
Year 2	Year 5
Year 3	Mid-Year Reception

Personal Presentation and Uniform Requirements

Nazareth Catholic College students take pride at all times with their grooming and presentation. In this way, they support each other to develop a strong sense of identity and community. The College uniform policy places restrictions on personal choice and requires a consistency of presentation between students. Students are ambassadors of the College and therefore need to be mindful of enhancing the College's reputation. As such, whenever the College uniform is worn, it should be as such, whenever the College uniform is worn, it should be worn in its entirety, and in accordance with these requirements.

Families can access the Personal Presentation and Uniform Requirements on the College website [Uniform | Nazareth Catholic Community](#)

