

Student Wellbeing

“Gospel values are reflected in our daily practices”

It is our mission to work together:

- To provide a comprehensive education in a secure and caring environment in which every person can grow and develop spiritually, intellectually, socially, and physically, and where the Gospel values are reflected in our daily practices.
- To provide a curriculum that caters for individual needs through a range of experiences suited to diverse learning needs.
- To develop, in each member of the College community, an awareness of the value of lifelong learning.
- To develop a caring, family atmosphere in which the partnership between the home and the College is promoted.
- To foster respectful relationships among students, staff and others associated with the College in a spirit of cooperation, trust and responsibility.
- To provide opportunities for engagement in a deeper awareness of our cultural heritage, especially through the study of languages.
- To be a place where diversity is celebrated, differences are welcomed and the value of every individual as a child of God is affirmed.
- To provide opportunities for all to experience success in learning, to participate in decision making, to become competent in life skills and to act cooperatively as active and socially-responsible citizens.

Rationale:

Restorative Justice helps lead us to achieve our vision of a supportive, positive and challenging environment in which children can achieve their best. We agree that:

1. Quality relationships maximise learning.
2. Establishing clear expectations about behaviour and backing these with high support for teachers, children and parents helps create a positive learning environment.
3. When things go wrong there is always the chance to be reintegrated with our beliefs and values.
4. It is essential that we work together to solve problems so that a sense of community is lived.

Positive behaviour management assists us to implement and integrate the principles of restorative justice providing practical strategies and support for teachers, parents and children.

At Antonine College we actively teach and reinforce desired behaviour while implementing consistent, reasonable, mostly positive intervention to address challenging behaviours. Preserving and building student self-esteem and image as well as encouraging self-monitoring of behaviour are fundamental components of a positive approach to behaviour management. These principles are aligned with whole staff learning about the Positive Behaviour Support and Restorative Justice Practices.

School Expectations of Student Behaviour:

At Antonine College we expect our children to behave in a responsible way.

These are our expectations:

Strive to learn	<ul style="list-style-type: none">• Do your personal best.• Share your learning.• Accept challenges.
Act safely, play safely	<ul style="list-style-type: none">• Play safely without fighting, causing harm or bullying.• Use all equipment safely.• Report unsafe behaviour and situations.• Stay in bounds.
Be respectful to yourself, others and the environment	<ul style="list-style-type: none">• Show cooperative behaviour.• Encourage others.• Be helpful.• Dress neatly.• Take care of the building, equipment, furniture and playground.• Keep everything clean and tidy
Be polite, be friendly	<ul style="list-style-type: none">• Show courtesy to everyone.• Respect and welcome visitors
Be fair, play fair	<ul style="list-style-type: none">• Never cause anyone to feel embarrassed or threatened• Be a good sport.• Seek to include others.• Share the equipment and playground

Core Restorative Practices:

There is a set of core restorative practices in place to manage behaviour. The practices are focussed on compassion, forgiveness and inclusiveness. These strategies move from less formal to informal.

Re-integrative Language and Choice:

- Children own their behaviour.
- Children are given choices.

For example – A child is not on task. The Teacher would talk, identify what is happening and its effect and involve the child in deciding what will change.

Choices may be offered – do the work now; complete the work in your time.

Affective Questions and Statements:

Minimise the difference in the situation. (Match height, calm voice, work through affective questions, and focus on feelings).

- For younger children name feelings and effects.
- Do not lead the child to an apology – actions and reintegration to come from the child.

Circles – Inner and Outer

- Use when there are group issues.
- Use on a class basis – for prayer or to acknowledge positive; evaluation of a lesson or unit; at the end of the day or week; beginning of the week.
- Inner/outer to problem solve and share an issue.
- Use for class discussion on any subject topic – a great way to have fair and orderly discussion

Collaborative Problem Solving:

- Where a problem is shared.
- Use collaborative language, be future focussed and solution driven.
- Ask to make suggestions, not give advice.

Restorative Mediation:

- A formal process used by staff trained in the process (year level coordinators and DP) when there is conflict between two students, a teacher and student, a teacher and parent or parent and the school.

Formal Restorative Meeting:

- A formal process used by staff trained (year level coordinators and DP) and the most formal strategy for reintegration.