



Mentone Primary School

Wellbeing, Behaviour Management and Inclusion Policy

THIS POLICY WAS RATIFIED ON:

11/11/2015

Rationale:

- We act on the research that a vibrant and positive school culture with a shared enthusiasm for learning is the key to successful student outcomes.
- We believe in the importance of developing the social and emotional competencies to educate our children to thrive and contribute in the world of tomorrow.
- Our school believes in ensuring our learners and environment are engaging, inclusive and safe in three areas: inline (wellbeing, physical and mental health), offline (face to face and physical environment) and online (cyber safety).
- Our school community must understand the importance of always using digital technologies safely and securely as tools to transform and enrich our learning. The need to ensure we are cyber safe must be taught in partnership between school and home. (see Separate Internet Policy and Procedures section)

Aims:

- To develop our school culture through current practices and informed research to ensure we cater for different student needs, disabilities and backgrounds equally and inclusively.
- To improve student engagement, wellbeing and inclusion we will provide ongoing Professional Development, essential programs providing learning and teaching practices that develop the whole child, use consistent language and follow shared norms and values.
- To ensure our students and community provide a consistent cyber safety approach to using technologies which enhances our school values of Teamwork, Respect, Honesty, Friendship and Caring.

Implementation: Initiatives and Practices:

Inclusion and Independence

Our Vision is to develop, in partnership with the whole community, an effective caring and dynamic learning community. That learning community is founded on an educational philosophy centred on the child and grounded in the belief that all students can learn and all students have a right to become effective learners. We are educating our students to thrive and contribute to the world of the future. Our model has as its core the essential elements for learning: explicit teaching, inquiry, collaboration, co-operation, self-responsibility and personal development in an environment of support. Increasingly, through the use of self-evaluation, student selection of units and topics pertinent to learning and triangular interviews, students are taking more responsibility for their own learning.



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Restorative Justice Practices and School-wide Positive Behaviour Support

At Mentone Primary School we work together as a whole school community to create a safe and supportive school culture using Relational Circles and Restorative Practices as the basis for our relationships, behavioural management and issue resolution.

Restorative Justice Practices encourage engagement, self-responsibility and independence and to build pride and respect in each individual student. This has been extended to the classroom and is the basis for respectful communication, relationships and how to respond pro-actively to behavioural issues. Our School Wellbeing Team oversees the implementation of RJP school wide. It has run forums for parents, and along with the SRC analyses data from various sources pertaining to Student Engagement and Wellbeing and makes recommendations to the school leadership team.

The fundamental concepts of Restorative Justice Practices include an understanding of the violation of people and relationships, resultant obligations and liabilities, and restorative justice, to heal and put things right. These fundamental concepts have 'the relationship' and 'putting it right' at its core. Restorative Justice Practice is based on a common-sense understanding of wrongdoing and the underlying need in all of us to be connected.

Wrongdoing is the damage to the connection, and restorative justice seeks to understand, make amends and put things right. The healing of the relationship invariably concerns all those connected to or affected by the wrongdoing thus allowing everyone to begin their "journey to belonging."

How we support positive behaviour and relationships

Mentone Primary School encourages the active involvement of parents in the learning and wellbeing of each student. It seeks to foster this cooperative approach with parents through pastoral care interviews, newsletters, educational forums, Parent Teacher Interviews, Triangle Interviews, phone calls and meetings.

In encouraging and building this cooperative approach it is acknowledged there will be behaviours and events which occur that compromise this ideal. When this occurs Mentone Primary School will use a Restorative Justice approach to repair relationships between individuals and groups. Staff and/or Leadership will investigate issues that impact on student wellbeing and, when possible, inform parents. Where appropriate Mentone Primary School will inform and involve parents in these processes at the discretion of the Principal. The following restorative approach will be used.



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A restorative practice question approach is built upon the following key questions:

When things go wrong	When someone has been hurt
<ul style="list-style-type: none">• What happened?• What were you thinking at the time?• What have you thought about since?• Who has been affected by what you have done? In what way?• What do you think you need to do to make things right?	<ul style="list-style-type: none">• What did you think when you realised what had happened?• What impact has this incident had on you and others?• What has been the hardest thing for you?• What do you think needs to happen to make things right?

A Staged response

- This approach will be conducted in an informal way for minor incidents and be embedded in classroom learning and teaching.
- Serious incidents will require a more formal restorative session that may involve the Principal, Assistant Principal, Student Wellbeing Leader, Chaplain and if necessary the Guidance Officer and all persons affected in the incident. The response will be documented.
- Any imposed consequence will be imbedded in the restorative process that requires a response 'that makes things right' in relation to those who have been affected.
- Where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will devise strategies and approaches to address the behaviour. This may include intervention from specialist services and external agencies in the local community and the completion of an Individual Behaviour Management Plan.
- ***Corporal punishment is not permitted at the school.***



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How we communicate these policies and procedures:

- Each staff member and every family in the school have had a copy of the booklet 'Relational Learning & Restorative Justice Practices at Mentone Primary School' sent home. This booklet explains the school's approach to resolving issues. Staff have received continual P.D. regarding Relational circles and RJP
- Each class has created their own code of co-operation and uses relationship circles daily. Codes of Cooperation underpin restorative conversations when appropriate.
- Parent Information Nights have been held to introduce parents to RJP and its benefits.
- Regular articles have been placed in the Newsletter to inform parents about RJP.
- Students daily participate in relational learning activities and take responsibility for making amends.

This policy will be reviewed as part of the school's four year review cycle.