



## BEHAVIOUR MANAGEMENT POLICY

**Objective:** *To establish a safe and positive learning community which increases student responsibility and student learning.*

Mimili An<sup>U</sup>angu School's behaviour management policy consists of three components:

1. Whole school values: Mimili STARS
2. Corrective behaviour system
3. Positive behaviour system

### **Mimili STARS**

**S - Stand strong and proud**

Kunpu munu pukulpa ngara

**T - Think straight and communicate**

Kulintja tjukaruru ngarama munu wangkama

**A - Always try your best (p.b)**

Rawangku arkalkatima

**R – Respect yourself and others**

Uwankara atunmanama munu nyuntungku waltjangku atunmanama

**S - Safety for everyone**

Atunpa ngarama uwankaraku

These values will provide a whole school approach towards student behaviour with the aim of developing in students an acceptance of responsibility for their own behaviour and its effect on others.

Staff and students will focus on one value per week with a 'Star of the Week' award given out at assembly to one student in each class who demonstrated that value in their actions and attitude that week. These students and their positive behaviours will be acknowledged at community assembly.

### **ROLES AND RESPONSIBILITIES**

Staff, parents or families, and students will work together to create a safe, positive, orderly and productive learning community which supports the rights of all students to learn and all teachers to teach. The following acknowledges the responsibilities of all members of the school community in developing and implementing consistent practices towards behaviour management:

#### **Principal, Anangu Coordinator and Student Learning Coordinator**

- develop, implement and regularly review, in consultation with the school community, a school behaviour policy

- support teachers and AEWs to effectively implement the behaviour management policy and its processes
- consult with governing council, families and community members about the schools behaviour management policy and its procedures
- involve district support services and other agencies, when appropriate, to support staff and families in managing student behaviour effectively
- provide opportunities for staff training and development
- respond to 'school response' levels of behaviour Teachers and Anangu Education Workers
- develop and foster positive relationships with students and families structure the teaching program to facilitate learning and encourage students to achieve their personal best
- participate in developing, implementing and reviewing the school's behaviour management policy
- establish, maintain and model the values of our Mimili STARS
- consistently teach, talk about and use the language of Mimili STARS – highlighting student behaviour that demonstrates the five values, showcasing photos and student artwork that depict appropriate behaviours and attitudes at school and in the community, acknowledging and congratulating 'Star of the Week' recipients in the classroom and school through displays and photographs
- develop appropriate classroom management strategies to effectively respond to 'in class' behaviours

### **Students**

- accept responsibility for their own behaviour and its effect on others
- begin to manage their own behaviour – triggers, causes and consequences
- follow 'in class' rules
- demonstrate the Mimili STARS values in everyday interactions with other students, teachers and AEWs Parents and Families
- ensure that students attend school and notify teachers and AEWs of absences
- keep teachers and AEWs informed of health issues or family issues which may impact on student behaviour
- encourage students positive behaviour at school and in the community
- support the schools behaviour management policy and abide by its 'school response' requirements; for example, keep students at home when on a 'take home', suspension or expulsion

The process for implementing the Behaviour Management policy can be found on the following page.

## Corrective Behaviour System

This system provides a whole school consistent approach to addressing negative behaviours in the classroom. Each classroom has a chart with moveable names following the sequence in the table below.

Step	Process
<p style="text-align: center;"><b>Palya</b></p>	<p><b>Responsibility: Teacher and AEW</b></p> <ul style="list-style-type: none"> <li>• All students names start on this level at start of day and start of each session</li> <li>• Teachers/AEWs encourage positive behaviours based around class expectations and Mimili STARS</li> <li>• Staff reward positive behaviours using our 'click card' PBL system</li> <li>• Teachers/AEWs use consistent responses to common behavior established with students at beginning of each year and revisited at beginning of each term</li> </ul>
<p style="text-align: center;"><b>Warning #1</b></p>	<p><b>Responsibility: Teacher and AEW</b></p> <ul style="list-style-type: none"> <li>• Teacher/AEW judgment</li> <li>• Consistent response to behavior</li> <li>• Teacher/AEW state what warning is for and move students name up to Warning #1</li> <li>• Students name remains here until start of next session when it is moved back to green or if behavior continues and name is moved to the next step</li> </ul>
<p style="text-align: center;"><b>Warning #2</b></p>	<p><b>Responsibility: Teacher and AEW</b></p> <ul style="list-style-type: none"> <li>• Teacher/AEW judgment</li> <li>• Consistent response to behavior</li> <li>• Teacher/AEW state what warning is for and move students name up to Warning #2</li> <li>• Students name remains here until start of next session when it is moved back to green or if behavior continues and name is moved to the next step</li> </ul>
<p style="text-align: center;"><b>Time Out</b></p>	<p><b>Responsibility: Student Learning Coordinator, Principal/Anangu Coordinator, Admin Officer/teacher on NIT (in order of preference)</b></p> <ul style="list-style-type: none"> <li>• Teacher and AEW judgment</li> <li>• Consistent response</li> <li>• Teacher/AEW state what final warning is for and move students name to Time Out</li> <li>• Teacher/AEW make a call to office #11 and explain briefly what the behaviours were</li> <li>• Staff member collects timeout sheet and gets student from class</li> <li>• Time Out process completed in admin area</li> <li>• Student re-entered into class</li> <li>• Staff member who completed Time Out process then completes a behavior report</li> <li>• Students name remains here until start of next session when it is moved back to green or if behavior continues and name is moved to the next step</li> </ul>
<p style="text-align: center;"><b>Meeting/take home</b></p>	<p><b>Responsibility: Principal, Anangu Coordinator, Wellbeing Coordinator, Admin Officer</b></p> <ul style="list-style-type: none"> <li>• Teacher/AEW calls office #11 and briefly explains the situation</li> </ul>

- Teacher/AEW make a judgment if the student should not return to school that day or if a re-entry is possible after a family meeting
- Staff member collects student from class and facilitates a meeting with family (usually done at home or out in community)
- Behavior is discussed and it is explained that the student needs to stay at home for the rest of the day and try again tomorrow
- If the teacher/AEW have said that it's ok to try another re-entry, suggest to the family to come in and support their child in the class
- Behavior report to be completed by staff member who took student home

\*Please note that this process is for low-level persistent behavior such as not listening to teacher/AEW, persistent and willful inattention, interfering with others, swearing, teasing, etc. If behavior is serious and endangers others they can be moved straight to a time out or meeting/take home.

\*If more than one student is on Time Out at the same time either another staff member will complete the time out process or the student will remain in class until the other student has finished their time out.

### **Time out process**

- Admin officer receives call from classroom and teacher/AEW lists behaviours student has been doing
- Admin passes this information to person available do to time out (Student learning coordinator, principal, Anangu Coordinator, teacher on NIT, SSO or Admin officer)
- Staff member takes the time out clip board (from front desk) and collects student from class and takes student into Admin area (either on the blue chairs or in the Principal office)
- Staff member works through time out sheet (see annotated time out sheet and possible script)
- Staff member returns student to class
- Staff member completes student behavior report (on back of time out sheet) and puts the report in teachers pigeon hole who gave the student the time out for a final check (in case any information about the behavior is missing)
- Teacher puts completed behavior report into Admin officers in tray for EDSAS entry

### **Positive Behaviour System**

This system provides a whole school consistent approach to addressing positive behaviours in the classroom. By noticing, being explicit and rewarding positive behaviours, it is expected that classrooms will be safe, calm and productive.

### **Process**

- All students have a **click card** with their name on it which sits on their desk (or on the wall in some classes)
- All teachers and AEWs have a **mini clicker** (hole punch) on their lanyard
- When students are displaying desired behavior they are given a 'click' (whole punch) on their card and it is explained explicitly to the student what the behaviour was
- When a student finishes a click card (20 hole punches) they write their name on **the grid** and win an **individual prize**
- Students choose their individual prize (classroom visits, paper clay, make a bracelet, iPad, laptop, or music) and receive when appropriate

- Teacher/AEW give student a new click card
- When the grid is complete the class wins a **whole class prize**