



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

To achieve this objective, all members of the school community will consistently model and teach the following five values in their everyday practice and interaction with each other and students:

Mimili STARS

S - Stand strong and proud

Kunpu munu pukulpa ngara

T - Think straight and communicate

Kulintja tjukaruru ngara munu wangkama

A - Always try your best

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. All staff and students will acknowledge at these students and their positive behaviours.

In our classrooms, we have four rules, which are consistent across the school.

- 1. We are safe**
- 2. We are kind**
- 3. We learn**
- 4. We listen**

These rules are shared with students at the start of the year and each term in a period of setting up for success. A common understanding of what these rules look like in the classroom and school is developed with students and teachers and may vary from class to class. Teachers refer to these rules daily.

ROLES AND RESPONSIBILITIES

Staff, 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 & Behaviour 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.
- Use the 10 essential skills for classroom management, classroom dojo and the corrective behaviour chart to establish a classroom climate orientated towards success and student wellbeing.
- Use trauma informed practices across the school to support students wellbeing and behaviour.

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 below.

Proactive Strategies



Class Dojo

Mimili Anangu School uses classroom dojo to address positive classroom behaviour and to share student behaviour data with school leaders and families. By noticing, being explicit and rewarding positive behaviours, it is expected that classrooms will be safe, calm and productive.

Mimili has set up dojo points which align with our Mimili Star Values. Individual classroom teachers can add other points for skills that are being explicitly taught in their classroom.

Each classroom teacher (including NIT) needs to display a DOJO point information poster and display DOJO on the interactive whiteboard at all times. When a student reaches a certain number of points they receive an incentive which they choose from the poster. When the whole class reaches a certain amount of points the whole class chooses an incentive from the poster. Examples include, iPad time, visiting another classroom, prize box, bush trip, new game outside, movie and popcorn, and pizza making.

DOJO also offer teachers, students and parents resources to learn skills such as Empathy, perseverance, Growth mindset, mindfulness and gratitude and online professional development resources.

The dojo website is easy to navigate through, and can be found at www.dojo.com.

10 Essential Skills for Classroom Management

At Mimili Anangu School we implement the 10 essential skills for classroom management:

1. Establishing expectations
2. Giving instructions
3. Body language encouraging
4. Selective attending
5. Giving a choice
6. Follow through
7. Waiting and scanning
8. Cueing
9. Descriptive encouraging
10. Verbal redirection to learning

Staff are given professional development on the 10 essential skills at the start of the school year and throughout the year during Monday afternoon PD sessions. All staff are supported to implement the 10 essential skills into their classroom and modelled the use of the top 5 strategies:

1. Descriptive encouraging
2. Cueing for parallel acknowledgement
3. Description of reality
4. Verbal redirection to learning
5. Individual close talk

Teachers are profiled once a term to provide them with non-judgemental data on the student behaviour in the classroom and which strategies are being used to manage. Teachers are profiled for a 30 minute session and engage in a reflection session afterwards.

Staff are trained to be profilers and can support each other to improve their classroom management skills by profiling each other. Being profiled is optional, confidential and non-judgemental. See appendix.

Classroom environment expectations

Mimili School implements a "classroom expectations" document which aligns to the 10 essential skills and to trauma informed practice. This document supports teachers, especially graduates in setting up a classroom environment for success. See appendix.

Trauma informed practice

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Reactive Strategies

Step	Process
Palya	Responsibility: Teacher and AEW <ul style="list-style-type: none">All students names start on this level at start of day and start of each sessionTeachers/AEWs encourage positive behaviours based around class expectations and Mimili STARSStaff reward all positive behaviours using our 'Dojo' systemStaff encourage and reward specific desired behaviours using 'Dojo'Teachers/AEWs use consistent responses to common behavior established with students at beginning of each year and revisited at beginning of each term
Warning #1	Responsibility: Teacher and AEW <ul style="list-style-type: none">Teacher/AEW judgmentConsistent response to behaviorTeacher/AEW state what warning is for and move students name up to Warning #1Students 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
Warning #2	Responsibility: Teacher and AEW <ul style="list-style-type: none">Teacher/AEW judgmentConsistent response to behaviorTeacher/AEW state what warning is for and move students name up to Warning #2Students 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
Time Out	Responsibility: Anangu Coordinator, Principal, School Coordinator, Teacher on NIT. <ul style="list-style-type: none">Teacher and AEW judgmentConsistent responseTeacher/AEW state what final warning is for and move students name to Time OutTeacher/AEW make a call to office #11 and explain briefly what the behaviours wereStaff member collects timeout sheet and gets student from classTime Out process completed in admin areaStudent re-entered into classStaff member who completed Time Out process then completes a behavior reportStudents 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
Meeting/take home	Responsibility: Principal, Anangu Coordinator, Coordinator <ul style="list-style-type: none">Teacher/AEW calls office #11 and briefly explains the situationTeacher/AEW make a judgment if the student should not return to school that day or if a re-entry is possible after a family meetingStaff 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 tomorrowIf the teacher/AEW have said that it's ok to try another re-entry, family need to come in and support their child in the class

- Each class has coloured step chart with moveable student names.
- 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 to do time out (School coordinator, principal, Anangu Coordinator, or teacher on NIT)
- Staff member takes the time out clip board (from front desk) and collects student from class and takes student into Principal office or Coordinator office.
- Staff member works through time out sheet (see annotated time out sheet and possible script)
- Staff member returns student to class and ensures they reengage positively.
- Staff member completes student behavior report (on back of time out sheet) and puts completed behavior report into Admin officers in tray for EDSAS entry

See time out sheet with annotated script as an example on the server

See time out sheet with comments for how to complete on the server