



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_umunu wangkama

A - Always try your best

Rawangku arkalkatima

R - Respect yourself and others

Uwankara atunmanama munu nyuntungku waltjangku atunmanama

S - Safety for everyone

Atunpa ngara_umunu uwankaraku

These values will provide a whole school approach 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 these students and their positive behaviours.

Classroom educators will be responsible for developing classroom behaviour guidelines in partnership with students and families. Using these four statements as the foundation;

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

These behavior guidelines are negotiated with students at the start of the year and reviewed continuously throughout the year, in particular at the beginning of each term.

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:

Leaders

- develop, implement and regularly review, in consultation with the school community, a school behaviour policy
- support teachers and AE's 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 Educators

- 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.

Possible Proactive Strategies

Class Dojo

It is recommended that teachers at Mimili Anangu School use 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.

Each classroom teacher (including NIT) may 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.

It is acknowledged that teachers may bring other effective incentive systems to their work at Mimili Anangu School to support responsible behaviour in their classroom.

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

It is acknowledged that teachers may bring a range of other effective proactive student management strategies to their work at Mimili Anangu School.

Classroom teachers will have the opportunities to receive feedback on their classroom management at regular intervals. This may be through classroom profiling or formal classroom observation.

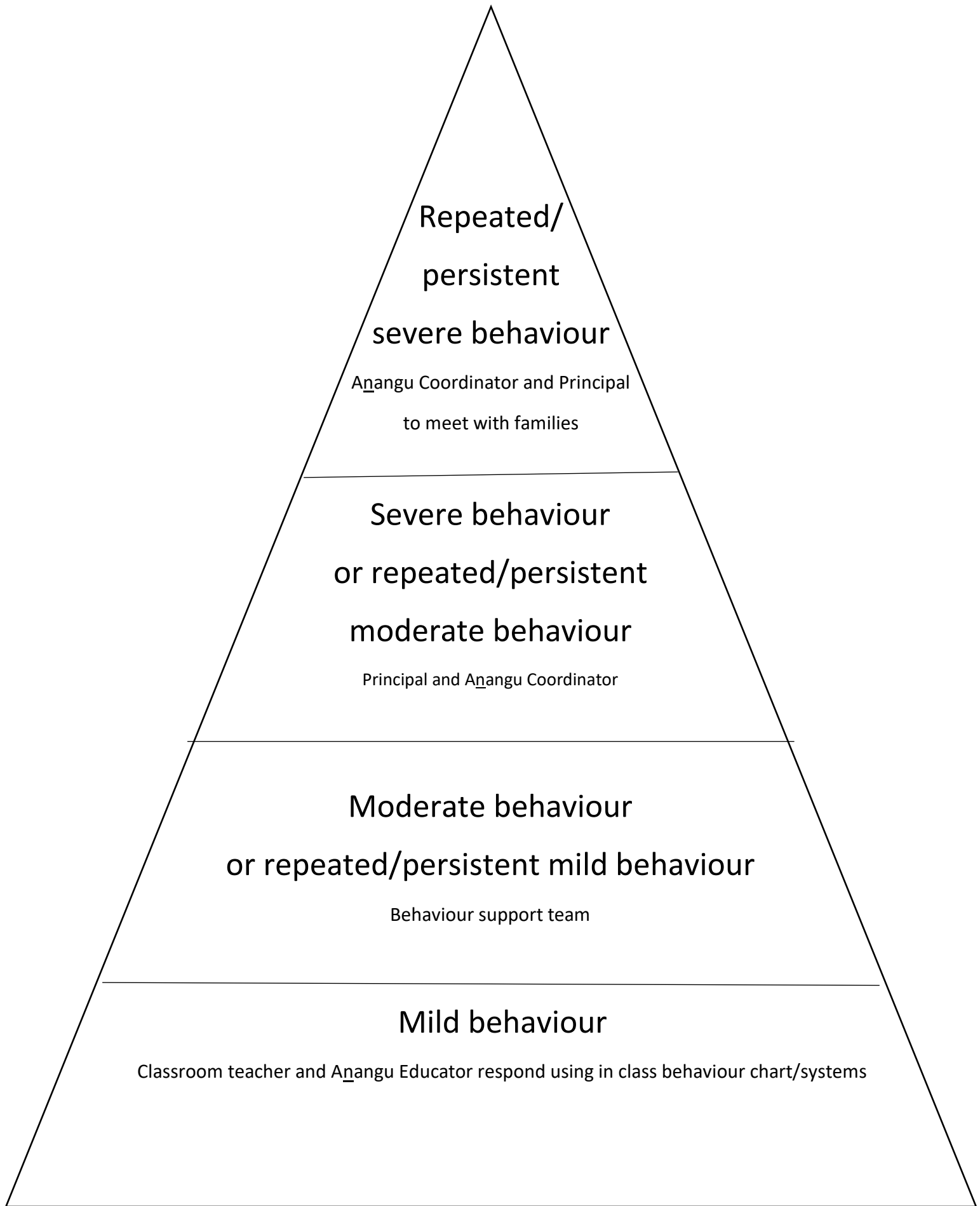
Reactive Strategies

Step	Process
Palya	<p>Responsibility: Teacher and AE</p> <ul style="list-style-type: none"> • All students names start on this level at start of day and start of each session • Teachers/AEWs encourage positive behaviours based around class expectations and Mimili STARS • Staff reward all positive behaviours using our 'Dojo' system • Staff 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	<p>Responsibility: Teacher and AE</p> <ul style="list-style-type: none"> • Teacher/AEW judgment • Consistent response to behavior • Teacher/AEW state what warning is for and move students name up to Warning #1 • 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 • At this time you may choose to use a de-escalation strategy, such as calling BM support
Warning #2	<p>Responsibility: Teacher and AE</p> <ul style="list-style-type: none"> • Teacher/AEW judgment • Consistent response to behavior • Teacher/AEW state what warning is for and move students name up to Warning #2 • 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 • At this time you may choose to use a de-escalation strategy, such as calling BM support for some calm down time
Time Out	<p>Responsibility: Leadership, Teacher on NIT.</p> <ul style="list-style-type: none"> • Teacher and AEW judgment • Consistent response • Teacher/AEW state what final warning is for and move students name to Time Out • Teacher/AEW make a call to office #11 and explain briefly what the behaviours were • Staff member collects timeout sheet and gets student from class • Time Out process completed in admin area • Student re-entered into class • Staff member who completed Time Out process then completes a behavior report • 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
Meeting/take home	<p>Responsibility: Leadership</p> <ul style="list-style-type: none"> • Teacher/AEW calls office or mobile of designated behavior support and briefly explains the situation • 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 or if family meeting should take place on that day • Staff member collects student from class and facilitates a meeting with family if possible and appropriate (usually done at home or out in community) • Leadership may choose another strategy at this time as appropriate eg. Office time out • If family meeting takes place 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/AE have said that it's ok to try another re-entry, student is supported by family or leadership to re enter class • Behavior report to be completed by staff member who took student home

Mild	Moderate	Severe
<i>Drumming/ Tapping</i> <i>Talking while others are talking</i> <i>Walking around</i> <i>Distraction of others</i> <i>Refusal to follow instructions</i>	<i>Swearing</i> <i>Out of class</i> <i>Misuse of School property</i> <i>Stealing of others property</i> <i>Verbal harassment</i> <i>Intimidating behavior</i>	<i>Rock throwing</i> <i>Throwing furniture</i> <i>Directed spitting</i> <i>Sexualized swearing</i> <i>Verbal abuse</i> <i>Sexualized behavior</i> <i>Physical abuse</i> <i>Substance abuse</i>

Time out process

- Teacher calls BM mobile or Administration office and asks for time out
- Respondent either collects student from class or meets them in the front office
- Respondent works through time out sheet (see annotated time out sheet and possible script)
- Respondent returns student to class and ensures they reengage positively. This may mean staying in class to support the teacher to have a restorative conversation with the student.
- 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



**Repeated/
persistent
severe behaviour**

Anangu Coordinator and Principal
to meet with families

**Severe behaviour
or repeated/persistent
moderate behaviour**

Principal and Anangu Coordinator

**Moderate behaviour
or repeated/persistent mild behaviour**

Behaviour support team

Mild behaviour

Classroom teacher and Anangu Educator respond using in class behaviour chart/systems