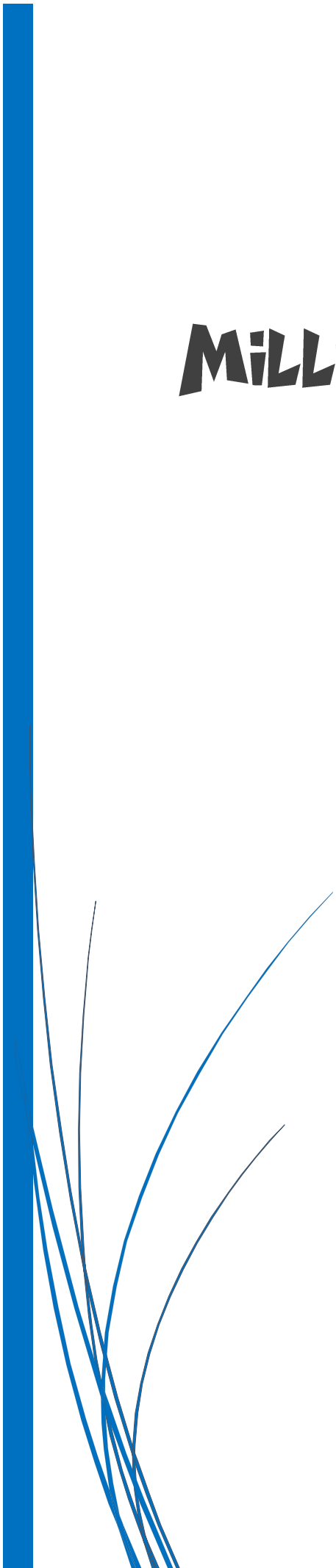


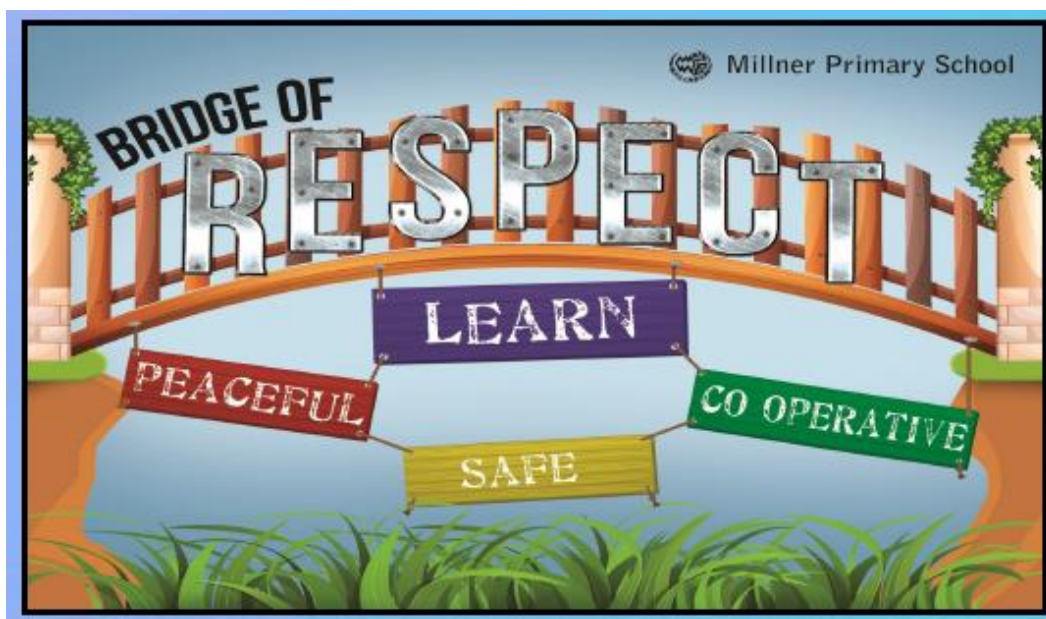
# MILLNER Primary School

Behavior Management



## Behaviour Management –

We use our whole school language of behaviour and learning as the basis for our behaviour management processes. As adults, we model and demonstrate these values when interacting with students, staff, parents and carers. We understand that our students are still developing socially, emotionally and academically, and that our students are individuals who may need additional and differentiated support to develop their social and behavioural skills.



In the classroom, we recognise **positive behaviour** through:

- Verbal praise, stickers, tick charts and dojo points
- Class games and activities
- Special privileges/ class negotiated roles/ choices
- Celebrating student work and achievement by sending to another staff member for praise

As a whole school, we recognise **positive behaviours** through:

- **Hall of fame:** Students who are *consistently* safe, peaceful, respectful or cooperative are nominated by teachers to enter the Hall of Fame, and this is celebrated at assemblies. The student's photo is displayed in the front office and the Principal negotiates with the student special privileges or end of term events to recognise these positive behaviours.
- **Bridge of Respect Cards:** given to students (often on yard duty) which they place in their House Team boxes. House Team with the most points/cards is announced at assemblies. Cards and boxes are located in the front office.
- **Merit Certificates:** based on the Circles of Learning, which describe our school values, and the attributes that students need to be successful learners and community members. At assemblies, the classroom teacher presents these certificates.

## Millner School Values ICUC

- Invest
- Create
- Unity
- Courage



## Our Motto

“Achieving Together and Building Respect”

In the classroom, teachers manage **negative behaviours** through:

- Establishing an age appropriate set of expectations and consequences based on the values and expectations of the Bridge of Respect
- Explicitly teaching and consistently applying these expectations
- Reminding, warning and applying natural or logical consequences that aim to restore positive relationships between teacher and student or student with student
- Logical or natural consequences include asking students to reflect on their behaviour/choices; separating or moving students; cleaning up a deliberately made mess, spending time with teacher at recess or lunch; or sent to Buddy class

If minor negative behaviours are consistent, parents and carers will be informed.

Senior staff support teachers in managing incidents with students who engage in major negative behaviours in the classroom and at recess and lunch breaks. Major negative behaviours include refusal to go to 'time out' or buddy class, leaving classroom or school grounds without permission, bystander behaviour in a major incident, and any form of bullying.

Behaviours that are not accepted in the broader community are not accepted at school. This includes spitting or biting, swearing at others, threatening others, any form of violence, wilful damage, use of illegal substances, stealing, bringing weapons, and accessing inappropriate internet sites.

Senior staff will investigate the incident, talking to the child, teachers or staff, and any other relevant students. Natural justice consequences are applied, with the aim to restore positive relationships for all involved. Parents, teachers and relevant others are informed of the consequences and a record made on the Behaviour Management database. Consequences may range from developing behaviour plans, withdrawal, community service, internal or external suspension.