

Miller Public School's School Behaviour Support and Management Plan



Overview

This plan reflects Miller Public School's Miller Mindset and all staff and students instilling the five core values of being:

Kind, Resilient, Courageous, Inclusive and Responsible

Our approach to behaviour supports and management is consistent across the school and is aligned with the Department of Education's Student Behaviour Policy.

Miller Public School must be a safe and caring learning environment in which the rights of all students to learn and all teachers to teach must be supported. Miller Public School has the commitment to explicitly teach and model positive behaviour and support all students to be engaged with their learning.

The Berry Street Education Model is based on classroom strategies informed by Berry Street's approaches to trauma – informed learning and the science of wellbeing. This key program is implemented across all learning spaces at Miller Public School. Other whole school initiatives that are implemented throughout Miller Public School to reinforce positive behaviours are the Better Buddies and Smiling Mind programs.

Promoting positive student behaviour

Teachers have the right to teach and students have the right to learn. At the beginning of each year, Miller Public School teachers plan and implement a classroom management plan, which reinforces appropriate behaviours and outlines consequences for inappropriate behaviour.

In all learning spaces, teachers display behaviour expectations and students are assisted to meet these through consistent approaches differentiated to meet the needs of all students. Classroom management plans are for all students and operates fairly and predictably for them.

Sincere, genuine praise also contributes to positive student – teacher relationships and more generally to creating a positive classroom climate.

School-wide expectations – how we reinforce positive behaviour

Inappropriate behaviour requires a response which protects the rights of students who want to learn, supports the rights of teachers who want to teach, and offers the students involved a chance to learn how to make a more appropriate choice in the future. Miller Public School prioritises the teaching of classroom expectations and the school's five core values. All teachers expect all students to behave appropriately across all learning spaces.

Responsive classroom management strategies include effectively correcting inappropriate behaviours. Effectively correcting inappropriate behaviours supports students to re-engage in learning, minimizes distractions and maintains a positive classroom climate. Responsive management strategies may also include praise and rewards to recognise appropriate student behaviours.

School-wide positive behaviour reinforcements also include the whole school merit system, Principal awards, Morning Tea with Mrs Gandy once a term, fortnightly Core Value postcards and playground tokens.

Wellbeing approach for students

Miller Public School's Approach to Wellbeing is underpinned by the Zones of Regulation Framework. Teachers across all learning spaces use the Zones of Regulation tool to teach students scaffolded skills towards building an awareness of their feelings and use a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness.

Miller Public School's Approach to Wellbeing can be found by clicking the link below:

https://www.canva.com/design/DADt2GtK1uc/09KZ7LMDqy4Z4nFVWYhF9g/view?utm_content=DADt2GtK1uc&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

More information about Miller Public School's Wellbeing Frameworks can be found by clicking the links below:

<https://www.smilingmind.com.au/>

<https://www.berrystreet.org.au/>

<https://www.esmart.org.au/esmart-schools/resources-1/better-buddies/>

Whole School Approach

Please refer to the section below as a summary of the programs and strategies that Miller Public School is using to prevent and respond to students' behaviours of concern

Care Continuum	Strategy or Program	Details	Audience
Preventative	Zones of Regulation Provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional and behavioural development.	Embedded with Miller Public School's Wellbeing Approach to Students	Students

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Preventative	<p>Positive Classroom Climate Characterised by warm, respectful and sensitive interactions between students and their peers, and between students and their teacher.</p>	<p>Positive classroom climates, with high quality student teacher relationships and explicit teaching of social and emotional skills. Structured instruction to engage and motivate students in learning. Providing and explicitly teaching effective rules and routines. Offering pre-corrections to remind students of expectations. Using active supervision to help students stay on task.</p>	Students
Preventative	<p>Student Teacher Relationships Student-teacher relationships can protect some children from being disengaged and disruptive in classrooms.</p>	Miller Public School staff establish and maintain positive relationships between teachers and students.	Students and all staff
Preventative	<p>Emotional and Social Competence Supporting the development of emotional and social competence is also important for creating and maintaining positive classroom climates as it can impact how students interact with teachers and their peers.</p>	To support social and emotional competence Miller Public School uses social and emotional learning programs such as MPS' Wellbeing S+S to explicitly teach students cognitive, affective, and behavioural skills including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.	Students and all staff
Preventative	<p>Structured Instruction Involve clear communication of learning expectations and how to meet them, what the lesson will cover, task directions, and providing timely task-focused feedback, organised and consistent lessons, and smooth transitions between learning activities.</p>	All staff are aware that structured instruction is important for supporting students to understand task requirements and stay on task, increasing appropriate behaviours and decreasing inappropriate behaviours.	All staff
Preventative	<p>Rules and Routines Classroom rules are considered fundamental to effective classroom management. Routines can be used in a range of situations to help minimise disruption and support student engagement in learning.</p>	Predictability and structure can benefit all students and is especially helpful to scaffold and support students with challenging behaviours.	All staff

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Prevention + Responsive (Early intervention)	<p>Active Supervision Provides teachers with an opportunity to identify students who need assistance or extension with the lesson content</p>	Moving about the classroom, scanning for signs of on-task or off-task behaviour, predicting when inappropriate behaviour is likely, redirecting students to on-task behaviour and acknowledging appropriate behaviours.	All staff
Targeted Intervention	<p>Correcting Inappropriate Behaviours Consistent implementation of preventative strategies can reduce the frequency and severity of disengagement from learning and disruption.</p>	All staff ensure they are identifying student needs, ensuring students understand the corrective response, providing consistent and expected responses, remaining calm, and responding proportionally to the severity of the inappropriate behaviour.	All staff
Early Intervention and Targeted Intervention	<p>Identifying Student Needs Understanding why a student is disengaged from learning or being disruptive is critical for providing an appropriate and effective corrective response.</p>	Embedded with Miller Public School's Wellbeing Approach to Students. Individual Learning plans are created for all students who require additional substantial support.	All staff
Preventative	<p>Ensuring Students understand Corrective Responses For students to successfully stop an inappropriate behaviour and learn from a corrective response they need to understand why it is being given.</p>	Miller Public School staff keep corrective responses brief and specific.	All staff
Preventative	<p>Remaining Calm Teachers remaining calm and refraining from expressing negative emotions is important when providing corrective responses to inappropriate behaviours.</p>	Regulation of negative emotions reduces the likelihood of a corrective response escalating inappropriate behaviour.	All staff

Reflecting on Behaviours

Action	When and how long?	Who coordinates?	How are these recorded?
Triage Conversations	During break times or at the time of behaviour	Executive and Teacher	In Sentral

School Anti-bullying Plan

To access Miller Public School’s Anti-Bullying Plan, please click on the link below:

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:42a91de2-97bb-3bc4-ad4f-e25affe14e7c>

Professional Learning

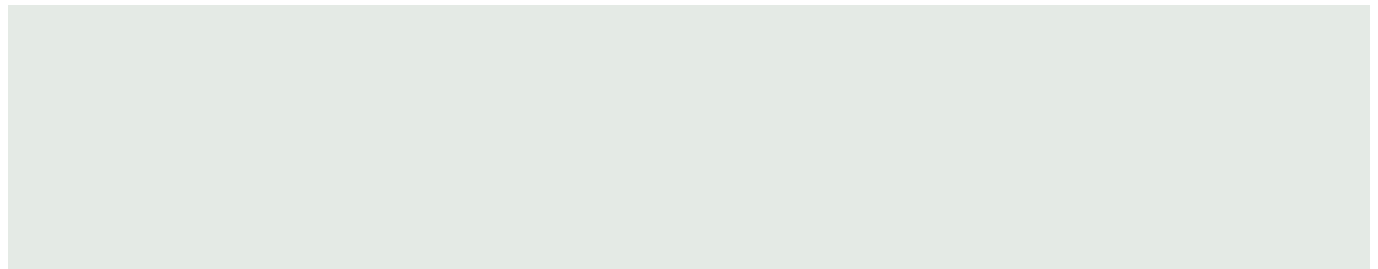
Program	Details	Audience
Berry Street Education Model – Trauma Informed Practice	All staff attended 4 days of Berry Street training	All staff and Students
Smiling Mind – Mindfulness	All staff attended 1 session of Mindfulness training	All staff
Miller Public School Wellbeing Program	All staff attended session of Wellbeing Explicit teaching integration	All teachers

When completed

Publish on the school website concerning student behaviour and wellbeing using hyperlinks. Hyperlinks will help those reading this plan find further information.

The following are published on our school's website. Check the boxes that apply.

- School Behaviour Support Plan
- Management Plan School Anti-bullying Plan (if not included above) Other (list)



School Behaviour Support and Management Plan	
Date completed:	Thursday 23 February 2023
Completed by: [or key contact(s)]	Mrs Renee Tong and Executive Team
Position(s):	Deputy Principal
Next Review date: Our plan is reviewed each year and published on our website	23 February 2024
Next review date with school community input: We will undertake a review that includes broad community consultation every four years (or earlier as needed) in line with the implementation of our school's school <i>Strategic Improvement Plan</i>	February 2027
Principal Name:	Mrs Selena Gandy
Principal approval date:	23 February 2023