

THE MILLEN WAY HANDBOOK



Millen Primary School
Learning Together

Millen Primary School is an Independent Public School



PURPOSE STATEMENT

Our purpose is to promote an inclusive and safe school culture and a sense of belonging and acceptance for all.

We will use an explicit teaching model to foster positive academic and behavioural outcomes throughout the school community.

Positive Behaviour Support at Millen Primary School

Positive Behaviour Support (PBS) is a whole school framework aimed at creating positive learning environments and improving the academic and behavioural outcomes of all students. This is achieved by adopting proactive strategies and explicitly teaching clearly defined behavioural expectations.

There is a dedicated PBS Driving Team within the school which consists of the Principal, Deputy Principals, Teachers, Education Assistants as well as Parent and Student consultants. Their responsibility is to drive and support PBS initiatives within the school. The entire staff and community at Millen Primary are committed to, and involved in, implementing PBS.

The PBS Driving Team worked with the staff, students and community to develop our school values and a PBS Matrix 'The Millen Way' that clearly identifies behaviour expectations throughout different areas of the school. Teachers use The Millen Way, as well as term planners to teach the expected behaviours to the students. These behaviours are reinforced through staff communications, assemblies, faction tokens, student and school rewards and visuals displayed across the school. .

Outcomes of PBS at Millen Primary School

Students know what is expected of them and choose to do so because they:

- Know what to do
- Have the skills to do it
- See the natural benefits for acting responsibly

Adults and students have more time to:

- Focus on relationships
- Focus on classroom instruction

There is an instructional approach to discipline:

- Instances of problem behaviour are opportunities to learn and practise pro-social behaviour

THE MILLEN WAY

At Millen Primary School, our four expected values are Respect, Responsibility, Resilience and Excellence.

These values form the basis of our behaviour expectations.

Show Respect

Value yourself, others and the environment.

Show Responsibility

Take ownership of your actions and learning.

Show Resilience

Have the ability and willingness to show inner strength and perseverance.

Show Excellence

Produce your best in any given situation.



Behaviour Matrix

At Millen Primary School, The PBS Driving Team worked with the staff and students to create the behaviour matrix of expected behaviours (The Millen Way). This identifies how students are expected to behave in different settings across the school. The Millen Way is broken down into a fortnightly teaching schedule (provided later in this document) that provides teachers and students time to explicitly teach and learn individual behaviours. This ensures that students understand why these behaviours are important and what they will look like when they are demonstrated.

The Millen Way				
	Respect	Responsibility	Resilience	Excellence
Learning Areas	<ul style="list-style-type: none"> • Take turns and cooperate • Follow class routines • Actively listen to the speaker • Support and encourage others • Use manners • Use appropriate volume • Maintain personal space • Treat your own and other people's property with respect • Show self-respect through your appearance and behaviour 	<ul style="list-style-type: none"> • Care for school equipment • Keep focussed • Be an active learner • Be curious • Complete your work • Be on time, organised and ready to learn • Use initiative • Make good choices • Keep working areas tidy 	<ul style="list-style-type: none"> • Learn from your mistakes • Step outside your comfort zone • If you don't succeed, try again • Have a go • Be a good sport • Keep a positive attitude • Accept winning and losing graciously • Find solutions for problems • Approach learning opportunities positively 	<ul style="list-style-type: none"> • Always be your best • Set goals • Demonstrate high expectations
Outdoors	<ul style="list-style-type: none"> • Show care for the school's equipment & environment • Return sports equipment • Co-operate • Be mindful of, and patient with, others • Show sportsmanship • Make way for adults • Use appropriate language • Give and respond to greetings 	<ul style="list-style-type: none"> • Play in appropriate areas • Be inclusive • Accept new friends • Walk on verandas • Choose appropriate games and activities • Be responsible for the safety of yourself and others • Walk between classes • Promptly sit in two lines outside your classroom after breaks 	<ul style="list-style-type: none"> • Find friends • Bounce back • Resolve conflicts • Have a go • Accept the rules of the game • Try and solve problems yourself first, then seek assistance if required 	<ul style="list-style-type: none"> • Practise your skills • Encourage others • Aim for fairest & best

	Respect	Responsibility	Resilience	Excellence
Eating Areas	<ul style="list-style-type: none"> • Be aware of others in the space • Use a quiet voice • Put your own rubbish in the bin • Be accepting of others' food 	<ul style="list-style-type: none"> • Keep area clean • Eat your own food • Wait for permission to leave eating areas • Pack away your own lunch • Eat only in allocated areas • Recess: Verandas • Lunch: Undercover area • Bring necessary eating utensils • Demonstrate proper hygiene 	<ul style="list-style-type: none"> • Eat the food you have been given • Sit down and eat 	<ul style="list-style-type: none"> • Take pride in keeping the area clean • Show a positive and healthy attitude towards food • Use appropriate eating manners
Toilets	<ul style="list-style-type: none"> • Keep the area clean • Keep the water in the sink • Flush the toilet • Respect privacy • Wait your turn • Use appropriate voice 	<ul style="list-style-type: none"> • Return to class promptly after using facilities • Use facilities appropriately • Clean up after yourself • Leave the area as you would like to find it • Demonstrate proper hygiene • Go to the toilet before the end of recess and lunch 	<ul style="list-style-type: none"> • If you have an accident, deal with it in a responsible way 	<ul style="list-style-type: none"> • Take pride in keeping the area clean
Digital	<ul style="list-style-type: none"> • Look after technology • Share devices • Ask before taking equipment • Handle with care • Communicate using good manners 	<ul style="list-style-type: none"> • Follow the school's code of conduct • Keep food and water away from all devices • Keep your password private • Your device is YOUR responsibility • Maintain the settings on devices as chosen by the teachers • Help others with devices • Charge your devices when you have finished with them • Stay on approved websites • Notify adults of inappropriate content • Stay on task 	<ul style="list-style-type: none"> • Attempt to solve problems • Wait patiently • Try again and persist 	<ul style="list-style-type: none"> • Share knowledge with others • Use a range of resources • Actively seek new digital skills
In the Community	<ul style="list-style-type: none"> • Be well-mannered and courteous to all community members • Respect all staff and guests • Be accepting of others 	<ul style="list-style-type: none"> • Look after community resources, facilities and equipment • Show Millen values when wearing your uniform • When riding a bike or scooter, wear a helmet 		<ul style="list-style-type: none"> • Show a positive attitude and be prepared to contribute



What we do at Millen to create a safe, inclusive and successful culture:

A Positive School Ethos

We aim to create a *safe* and *orderly* environment. We achieve this by:

- Engaging our students in the curriculum
- Ensuring our students feel cared for and feel a sense of belonging
- Getting to know our students well and building on their strengths

Teachers at Millen understand:

- Behaviour is learned
- Behaviour is influenced by the context
- Misbehaviour serves a purpose

Teaching Positive Behaviour

Teachers at Millen will:

- Model and teach good behaviour ('The Millen Way') through explicit teaching
- Acknowledge and reward positive behaviours using the reward system (using a ratio of 4:1 positives to redirections)
- Set limits and apply consequences
- Handle classroom and playground conflicts in a calm, firm and fair manner

Managing Extreme Behaviour

Children sometimes exhibit unproductive behaviours. We believe in responding to these behaviours in a way that will

(faction tokens) are to be handed out 'freely and frequently' to regularly reinforce positive behaviours ...

help the children re-connect with the school and restore damaged relationships.

Teachers at Millen ensure these students are provided with:

- An appropriate and engaging curriculum
- Clear limits and consistent consequences
- Explicit lessons on how to behave ('The Millen Way')

If a child is persistently disruptive or aggressive the school will implement a case management approach working with the parents, school psychologist and any relevant outside agencies. This will include the development of a behaviour plan document which details the strategies to be used to help the child engage and behave appropriately.

Faction Tokens and Rewards

Faction Tokens

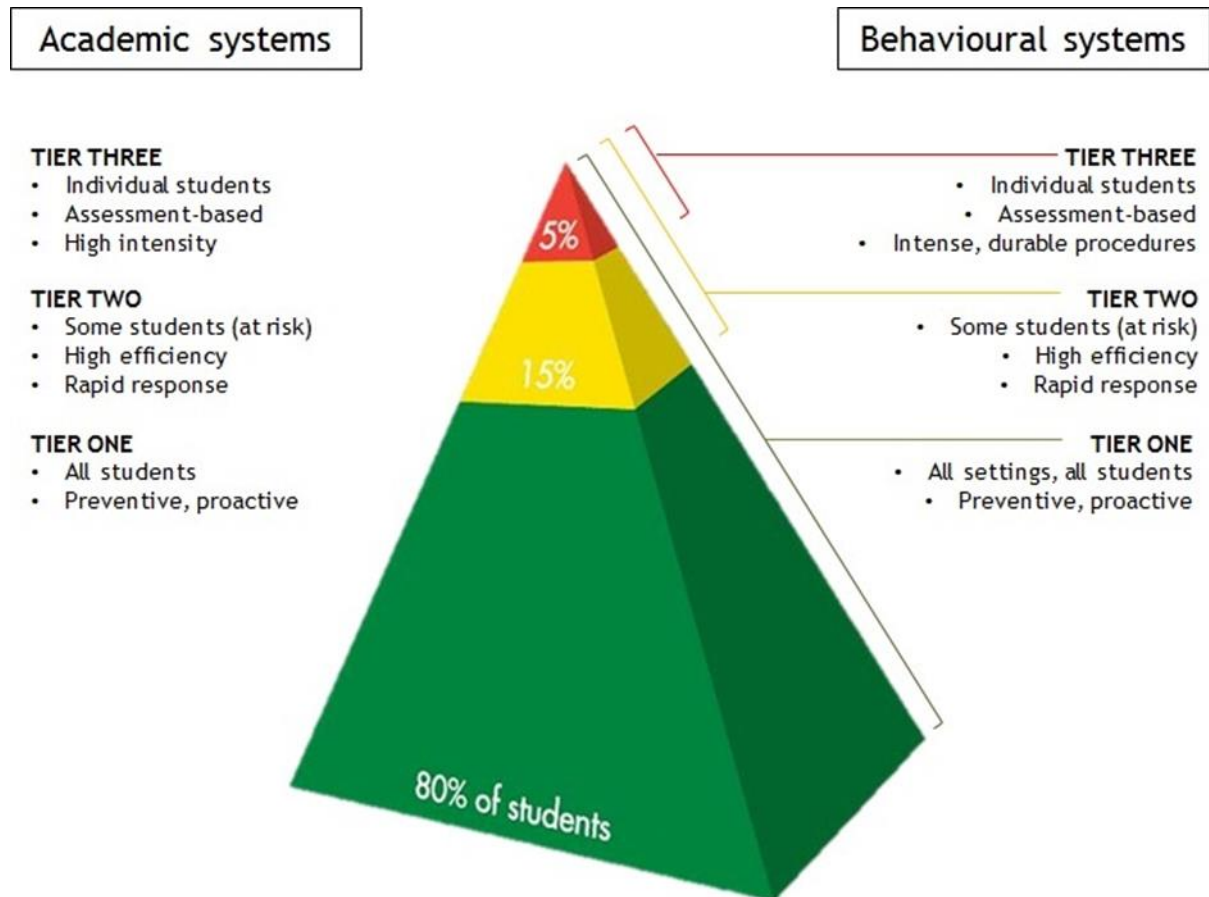
Faction tokens are the tool used at Millen Primary to acknowledge and encourage appropriate and desired behaviours. Teachers hand the faction tokens to children when they display positive behaviours that reflect our school values. They are to be handed out 'freely and frequently' to regularly reinforce positive behaviours, often in recognition of the fortnightly focus behaviours. Faction tokens are then deposited by students into faction boxes located in classes and tallied each week using record sheets. This information is used by the school to track positive behaviours and locate any areas of need or improvement.

Rewards

The faction tokens from all the classes are collected before each assembly and placed in raffle boxes. Each assembly, six faction tokens are drawn and the winners get to spin a prize wheel. The prizes range from handballs and mystery prizes to DIY Solar Robots and canteen lunch vouchers! Further to this, at the end of the year, there is a PBS Fun Day should each faction reach the required target (to be set each year). These two rewards are in place as part of the PBS Framework and acknowledge the positive behaviours at the school.



Positive Behaviour Support Tier Model



Tier 3:	Intensive practices and systems for students whose behaviours have been documented as not responsive at tiers 1 and 2. Individualised to the specific needs and strengths of the student.
Tier 2:	Specialised practices and systems for students whose behaviours have been documented as not responsive at tier 1. Generally provided in a standardised manner in small student groupings.
Tier 1:	Practices and systems for all students and staff implemented across all school settings.

All students will automatically be placed on good standing.

Students on good standing are permitted to hold leadership positions and attend all school activities outside of their usual class lessons.

Good Standing

All students will automatically be placed on good standing. Students on good standing are permitted to hold leadership positions and attend all school activities outside of their usual class lessons. These activities include, but are not limited to, the following:

- Excursions off the school site
- Incursions at school
- Sports carnivals
- Special assemblies e.g. Easter Hat Parade, Book Week Parade, Edu Dance
- Camps
- Clubs

The student leadership positions are:

- Student councillor
- Faction captain or vice faction captain
- Aboriginal Leadership Group

Students who make physical contact with the intention to harm another student or member of staff will lose good standing. Students who are given an in-school suspension or an out-of-school suspension may lose their good standing. Students displaying frequent or on-going inappropriate behaviours may also lose good standing at the discretion of the admin team.

Students who lose good standing are able to earn it back through positive and sustained improvements in behaviour. Members of the admin team will determine if and when a student has re-established good standing.



MILLEN PRIMARY REWARD SYSTEM

Millen Values



Millen Matrix

THE MILLEN WAY									
Value	Definition	Expected Behaviours	Expected Behaviours	Expected Behaviours	Expected Behaviours	Expected Behaviours	Expected Behaviours	Expected Behaviours	Expected Behaviours
Respect	Value yourself, others and the environment	Respectful of others' feelings, opinions and beliefs	Respectful of others' personal space	Respectful of others' property	Respectful of others' time	Respectful of others' work	Respectful of others' learning	Respectful of others' safety	Respectful of others' health
Responsibility	Take ownership of your actions and learning	Responsible for your own actions and learning	Responsible for your own safety	Responsible for your own health	Responsible for your own work	Responsible for your own learning	Responsible for your own time	Responsible for your own property	Responsible for your own personal space
Resilience	Have the ability and willingness to show inner strength and perseverance	Resilient in the face of adversity	Resilient in the face of failure	Resilient in the face of criticism	Resilient in the face of pressure	Resilient in the face of change	Resilient in the face of uncertainty	Resilient in the face of risk	Resilient in the face of challenge
Excellence	Produce your best in any given situation	Excellent in all that you do	Excellent in your work	Excellent in your learning	Excellent in your time	Excellent in your property	Excellent in your personal space	Excellent in your safety	Excellent in your health

Teaching Schedule



Draw on our values to model and teach expected behaviours

Free and Frequent Teacher Withitness

- Praise
- Positive Feedback
- High Fives
- Building Rapport
- Formal Acknowledgement



Free and Frequent Faction Tokens

- Staff award faction tokens to students displaying expected behaviours
- Students place faction tokens in class faction token box and complete record sheet



Whole School Rewards End of Year Fun Day

- Faction tokens across the year are credited towards an end of year fun day event
- A target is set each year which the whole school needs to reach to achieve this award



Individual Rewards Prize Wheel

- Faction tokens are placed in a raffle box (one for juniors, one for seniors)
- Faction tokens are drawn at assemblies by the Faction Captains
- Students get to spin the wheel and win from a range of prizes

Behaviour Response Flowchart

Response is: **Calm** **Consistent** **Brief** **Immediate** **Respectful**

Is Behaviour a Minor or Major?

Remember to use context, professional judgments and your knowledge of the student when making decisions about student behaviour.

Follow PBS Minor Behaviour Response

Follow PBS Minor Behaviour Response

Completed at all consequent stages

- ☐ Prompt—supporting Low key response
- ☐ Re-direct
- State the expected behaviour*
- ☐ Re-teach
- Tell, show, practise, encourage*
- ☐ Provide choice

Behaviour stops

Behaviour continues

Provide specific positive feedback

Choice made (Consequence needs to relate to behaviour)

Classroom

- ☐ Movement in class
- ☐ Think time (in or out of class)
- ☐ Buddy class
- Restorative talk after time completed*
- ☐ Other _____

Playground (Choose appropriate response)

- ☐ Sit out of play
- ☐ Walk with teacher
- ☐ Loss of privilege
- ☐ Other _____

Below are a few examples

MINOR Teacher Managed	MAJOR Administration Managed (send completed Major Referral Form)
<ul style="list-style-type: none"> Answering back Cheating Inappropriate comments Minor physical contact Not following instructions Out of area / seat Minor property misuse Inappropriate / unsafe behaviour Technology misuse Unprepared for class Work avoidance Disrupting the class Calling out 	<ul style="list-style-type: none"> Verbal abuse Staff Students Intimidation / threats Staff Students Physical assault Staff Students Bullying Leaving school grounds Property misuse / damage

Teacher Response

- ☐ Provide cool-down time
- ☐ Inform student—specific behaviour
- ☐ State expected behaviour
- ☐ Complete Major Referral Form
- ☐ Send student to office or call office

Administration Actions

- ☐ Review incident
- ☐ Problem solve with student
- ☐ Determine restorative resolution and required consequence
- ☐ Enter data

Administration

- ☐ Follow through on resolution / consequence
- ☐ Inform parent /guardian if necessary
- ☐ Provide teacher feedback
- ☐ Hold a case conference / meeting where appropriate

Request for Admin Assistance

Blue Card

Use when admin assistance is required when available. **Not an emergency.**

Red Card

Use when admin assistance is required **immediately**. It is an emergency & people are at risk of harm.

Repeated Minors

Should there be repeated and on-going minor behaviours, post teacher intervention, students can be sent to the office.

Use professional judgment when passing on information to DOTT teacher or deciding to contact a parent about a behaviour incident.



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