

Our aim at Millchester is to provide every student with a safe environment and opportunities for success in many areas including academics, The Arts (music, drama, visual arts and dance), sport and extra curricula activities. What works for one child may be different for other children and we try to work with parents to identify this and find what the student is needing at that time.

It is crucial for a school to have consistent rules and approaches to supporting students' behaviour. At Millchester we also endeavour to be positive and proactive. Many students do not respond to an authoritarian approach (taking the hard line) to behaviour and this can have an adverse effect. Showing compassion and being supportive are more effective. Some positive and proactive strategies we implement at Millchester are:

- A social and emotional program in every class, every week to support students' well-being and equip them with skills to deal with different situations at school and at home.
- Analysing school data to identify patterns of behaviour from all students and determine a behaviour focus for each week. The weekly behaviour focus is mentioned on parade, teachers discuss it regularly throughout the week and posters are placed around the school to remind students. We also give students 'Gotcha' awards when they are following the behaviour focus and 'Student of the Week' awards may be linked with this focus.
- The Behaviour Incentive Program is something we use to reward students who make good choices and encourage others to make better choices. Students can reach Bronze, Silver and Gold Clubs by gaining a credit point each week if they make good choices and by attending school. We also link attendance with this program as students need to be here to demonstrate great behaviour.
- Individual class incentive programs provide students with incentives and rewards for making good choices.

Every class has the same process to follow if students are not making good choices and displaying minor behaviours. Again these strategies follow the principle of being consistent across the school. This process is outlined in the Class Behaviour Contract that is sent home at the beginning of each year for parents and students to sign. The steps are:

Step 1: Rule Reminder

Step 2: Warning

Step 3: Time out

Step 4: Buddy class (parents are phoned as this is a serious consequence)

Step 5: Sent to office (again parents are notified)

For major behaviours students are sent directly to the office and consequences are put in place and parents are informed. If a student is sent to the office 2 times in a fortnight they are placed on a Behaviour Contract where Administration monitor the child's choices in class and playground and have conversations about making better choices or encouraging the positive choices being made.

When a major behaviour is reported to the office students are asked to complete a Student Voice form (this may be with assistance from staff) and witnesses may also be asked to complete a form. This form is used to ensure students have their say. Evidence is gathered to ensure the correct information is used when deciding who was involved, who instigated the situation and when making a decision on an appropriate consequence. Parents are able to access these forms on our website to complete with their child at home to ensure they are also heard. Student Voice forms can be given to your child's Class Teacher or the office and this information will be followed up.

Our Behaviour Support Teacher (Narelle Newnham) works with Teachers to identify positive and least intrusive strategies that can be used each day to support students. The Behaviour Support Teacher can be in classes supporting the Teacher or working with Teachers outside of class time. The Behaviour Support Teacher and Student Welfare Officer (Miss Lydia) also work with identified groups of students to develop their social skills. These social skill programs assist students to develop and maintain positive relationships with their peers and adults.

If a student continues to make the wrong behaviour choices a Behaviour Support Plan is developed in partnership with the parent, Classroom Teacher and Behaviour Support Teacher. This identifies the behaviours the child is demonstrating and highlights strategies that will be put in place to support the child. At this stage we are identifying what works for the child. We like to use strategies that parents find work at home to have consistency between the school and home environments. Also at times it may seem like a trial and error process to identify what works. All staff are made aware of these Behaviour Support Plans to ensure we are consistent when working with any child. This process and communication with the parents does not stop until the child is settled in all areas of the school.

If a child's behaviour continues we encourage parents to seek support from outside agencies. We recommend different agencies that are available in Charters Towers (e.g. GP, Neighbourhood Centre, hospital, etc.). We must gain parental permission to engage with outside agencies and our Guidance Officer must also have parental permission to work with any student. Hence it is vital for the school to have a positive relationship with parents so they are willing to support our endeavours. If a child is working with experts outside the school we again need parental permission to have the experts giving us strategies to support a child in school.

When staff are talking to parents about student behaviour we are unable to discuss other students due to maintaining confidentiality for all students. This can be difficult at times to understand, but we assure you that incidents are followed up and consequences are put in place where necessary.