



LAMBERT SCHOOL

# School Behaviour Management

Lambert School is committed to providing a safe and secure environment for all its members. We aim to ensure that a caring and appropriate response is taken should any issues arise. All people have the right to be treated fairly and kindly. We are all different, but we are all valuable and we all deserve fair treatment. Students are encouraged to be kind, caring, thoughtful people through discussions and appropriate modelling by adults within the school community. Family support is expected when students' attitudes or behaviour do not reflect our school codes of conduct or philosophy. Fair and kindly treatment of others applies to every relationship within the school community, i.e. parent-staff, parent-parent, parent-student, staff-staff, staff-student, student-student. The Rights and Responsibilities of Students, Staff and Parents that are documented in this policy statement emphasise these relationships within the school community.

## **Supportive Behaviour Management**

Our Supportive Behaviour Management approach is not just a process of responding to behavioural problems after they have occurred. It also involves the celebration of student's positive achievements both academically and socially. The key to effective behaviour management is the quality of the relationships between all members of the school community and in particular between teachers and students. An effective management plan requires as much attention to the recognition and development of good behaviour, as it does to effective solutions for unacceptable behaviour. For most problems that occur, we adopt a policy that relies not upon punishment but upon negotiation, conflict resolution, mediation and problem solving as essential skills that our students will learn and actively practise.

## **The Goals of our Supportive Behaviour Management**

- To protect the rights of members of the school community.
- To build a friendly, safe and supportive school environment.
- To achieve a fair, positive and consistent discipline approach for all students by staff.
- To emphasise the uniqueness and importance of every individual within the school community.
- To provide a guide of expected behaviour by all members of the community in the school.

There is never a 'one size fits all' approach to behaviour management. Through the anticipation and expectation that students accept responsibility for their behaviour, students develop a self-discipline and an awareness of desirable behaviours and expectations. Social skills teaching is constantly modelled and reinforced by teaching staff. Teaching methodologies that encourage co-operative learning are used to enhance positive interactions between students, cater for different ability levels and develop independence in learning.

## **Students have the right to:**

- Feel supported and safe.
- Be treated fairly and kindly.
- Be listened to.
- Be respected.
- Receive help and assistance when needed.
- Experience a clean and safe environment.
- Know their property is safe and free from interference.
- Be able to talk to others about problems.
- Be able to learn without distraction from others.

## **Students have the responsibility to:**

- Help make a safe and supportive environment for all.
- Be fair and kind to others.
- Listen to others and respect the opinions of others.
- Respect and care for others.
- Co-operate with others.
- Keep the school tidy and clean, and report any dangerous situations to teachers immediately.
- Respect school and others' property.
- Think of others' feelings.
- Let others know about their own feelings or problems. Allow teachers to do their work without interruption.
- Allow other students to learn without being distracted.

## **PLAYGROUND BEHAVIOUR**

### **Playground Rules**

- Play safely, sensibly and fairly in designated areas.
- Be tidy and keep the playground clean.
- Use equipment properly.
- Wear sunhats in the playground during Terms 1 and 4.
- Go to the duty teacher if there is a problem that cannot be independently worked out.

### **Consequences for Not Following Playground Rules**

The consequences for inappropriate playground behaviour will vary according to the specific nature and circumstances of the problem and the perceived intention of the child.

The following is a range of consequences which may involve the student:

- Talking over the problem with the playground duty teacher.
- Apologising for thoughtless behaviour when appropriate.
- Exclusion from an area or activity.
- Restriction or loss of privileges.
- Time out in a specified area in the playground.
- Meeting with parents, student, teacher/ Principal.
- Send home from school.
- Suspension
- Exclusion

## **CLASSROOM BEHAVIOUR**

Together students and teachers discuss and identify appropriate class behaviours that will contribute to a safe, harmonious and productive teaching and learning classroom environment. A set of basic rules to achieve the above will be collaboratively discussed between teachers and students.

### **Classroom Rules**

Some general rules agreed upon by all groups are:

- Be co-operative.
- Share school equipment.
- Be tolerant of others.
- Respect the property of others.
- Consider the rights and feelings of others.
- Speak respectfully to each other.
- Keep classroom neat and tidy.
- Allow others to learn.
- Follow instructions to the best of their ability.

### **Recognition of Good Behaviour**

It is important that students are recognised for displaying the behaviours we encourage. This is achieved by:

- Verbal/written feedback by teacher.
- Classroom recognition by peers.
- Positive parent-teacher communication.
- Recognition at school events/performances.

### **Consequences of Inappropriate Classroom Behaviour**

Teachers and students work collaboratively to establish a possible range of logical consequences that will apply if a rule is not observed by a student, and if a rule is consistently broken. Any of the following consequences deemed appropriate may be used:

- Reminder by teachers of appropriate behaviour.
- Time out within the classroom.
- Restriction of privileges.
- Time out outside the classroom in another supervised area.
- Meeting with parents, student, teacher/ Principal.
- Establishing a behaviour contract with the student.
- Send home from school.
- Suspension
- Exclusion

## **STAFF MEMBERS' RIGHTS AND RESPONSIBILITIES**

### **Staff have the right to:**

- Teach and work without distraction.
- Attend professional development.
- Be supported and treated fairly by the whole school community.
- Be an individual within a team.
- Have open communication with parents.
- Have a safe working environment.
- Remove themselves from communications about school during their non working hours.

### **Therefore staff have the responsibility to:**

- Deliver quality educational programs guided by the National Curriculum according to The Lambert School philosophy.
- Take personal responsibility for their own professional development needs and remain receptive to new ideas in educational philosophy and practices.
- Be a co-operative member of staff by supporting school policy, respecting the rights of colleagues, and providing meaningful feedback to the school community.
- Be available to communicate to parents within defined guidelines.
- Ensure students are safe and protected (enlisting specialist support agencies if needed).
- Adhere to the Code of Conduct.

## **VISITORS RIGHTS AND RESPONSIBILITIES**

### **Visitors have the right to:**

- Teach or work without distraction.
- Be supported and treated fairly by the whole school community.
- Be an individual within a team.
- Have a safe working environment.
- Remove themselves from communications about school during their non working hours.

### **Therefore visitors have the responsibility to:**

- Deliver quality educational programs guided by the National Curriculum according to The Lambert School philosophy.
- Take personal responsibility for their own professional development needs and remain receptive to new ideas in educational philosophy and practices.
- Be a co-operative visitor by supporting school policy, respecting the rights of colleagues, and providing meaningful feedback to the school community.
- Ensure students are safe and protected.
- Adhere to the school's Code of Conduct.

### **Recognition for Appropriate Conduct**

It is as important to recognise appropriate conduct and behaviour in adults as models, as it is to recognise student behaviour with their peers. This is achieved by:

- Verbal feedback by work colleague/School Leader.
- Recognition during staff meetings.
- Highlighting positive conduct with the school community through appropriate channels.
- Recognition at school events/performances.

Lambert School strictly forbids any form of child abuse, corporal punishment or punishment which threatens or humiliates a child.

### **Consequences of Inappropriate Code of Conduct**

Staff members and visitors should model the desired elements of behaviour and social interaction within the school environment. Teachers in particular have a responsibility to work within the school's philosophy and to plan for learning about positive, respectful behaviours. All staff and visitors have a responsibility to be knowledgeable of the Code of Conduct and to adhere to the directions within the policy.

Employees and visitors should be aware that the School might apply sanctions if the Code of Conduct is breached. Depending on the nature of the breach, various sanctions such as the following may be applied:

- Appropriate warnings.
- Counselling.
- Demotion.
- Suspension.
- Dismissal.
- Laying of criminal charges or civil action.

## **PARENTS' RIGHTS AND RESPONSIBILITIES**

### **A parent has the right to:**

- Expect their child is receiving a high standard of education which endeavours to meet his/her individual needs.
- Be informed regularly and accurately about school activities and decisions regarding the administration of the school.
- Receive accurate and unbiased information of their child's/children's progress and behaviour at regular intervals or as a need arises.
- Expect their child is safe at school while acknowledging that risks are a part of every day life.
- Expect their child will not be the subject of bullying or harassment in the school environment.
- Feel welcomed and accepted within the school community.

### **Therefore parents have the responsibility to:**

Support teachers in their role at school by:

- Informing teachers immediately should circumstances within the home possibly affect one's child's performance at school.
- Supporting the school's unique curriculum delivery by ensuring their child participates in camps, excursions, performances, prepared lunch etc.
- Read all newsletters.
- Ensure that all information requested by the school (e.g. forms, questionnaires, etc.) is returned promptly.
- Attend parent-teacher interviews.
- Arrange an appointment with the appropriate teacher immediately should they have any concerns regarding their child's progress, welfare or behaviour at school.
- Ensure they pick up and deliver their child at appropriate times and in safe areas.
- Ensure their child has the appropriate clothing and equipment for the day's activities.
- Enforce basic safety issues with their child, e.g. road safety, stranger danger etc.
- Inform teachers immediately of any safety concerns for their child, e.g. bullying, health issues, fears, etc.
- Respect time demands on teachers and arrange appointments for discussions.
- Being welcoming of "new" parents within the school community.
- Pay fees on time.
- Adhere to the Parent Code of Conduct.

### **Consequences of Inappropriate Parent Behaviour**

The responsibilities of parents are extensive, important, and impact on the wellbeing of all members of the school community. Those parents/guardians who fail to comply with their responsibilities or breach the Parent Code of Conduct will be sanctioned as noted in the Parent Code of Conduct.

### **Termination of Enrolment**

A student's enrolment will be terminated if the student's behaviour interferes substantially with the well-being or education of other students or staff members.

Effective From: 12/02/2020



Endorsed by School Board: \_\_\_\_\_

13/02/2020

