



# The Launceston Preparatory School

Truth and Happiness

## Behaviour Policy

One of the aims of our Paideia approach is to develop each child as a responsible citizen. We therefore expect a code of conduct that supports the safety and happiness of all.

Teacher planning, preparation and communication are instrumental in minimising behaviour problems at our school. A positive school environment is achieved through preventative planning and correct and effective use of a variety of strategies to deal with anti-social or disruptive behaviours.

It is essential that school behaviour and expectations of conduct are verbalised and reinforced to students consistently throughout the school year and are followed up with appropriate consequences.

The values that underpin this policy are thoughtfulness and respect. All members of our school community should respect the rights and property of others. Thoughtfulness and respect should form the basis of all their words and deeds.

For staff, this means:

- Getting to know all students in the school;
- Valuing and respecting all students;
- Engaging with and encouraging all the students they teach;
- Being courteous in all interactions and setting an example in our language and communication;
- Understanding the different needs, personalities and learning styles of each student;
- Consistently applying rules, routines and consequences;
- Ensuring our school is a place where all students have equal opportunity for intellectual, social and physical interaction;
- Ensuring our school is a place where everyone's property is respected.

For students, this means:

- Getting to know other students in the school;
- Valuing and respecting students and staff;
- Punctuality to class;
- Safely entering and exiting classrooms and buildings and moving around the school with respect to those who are working;
- Upholding uniform expectations;

- Asking and answering questions politely;
- Adopting acceptable levels of talking, noise and movement during lessons;
- Keeping the playground tidy by placing rubbish in the bins provided;
- Ensuring games and activities do not negatively impact others.

We often tell our students that our one school rule is to “Be thoughtful.” Unacceptable behaviour includes words and actions by students that disrespect the rights, safety, feelings and property of other people. Examples include:

- hurting other people with words or actions
- answering back or being impolite
- using rude or inappropriate language
- talking while others are speaking
- stealing or damaging the property of the school and other students
- climbing trees
- being in the area at the front of the school without supervision or permission
- climbing above the white lines in the treehouse
- misuse of computers
- disturbing other classes while moving around the school
- poor sportsmanship
- not wearing proper uniform
- not leaving rubbish around the school

### **Behaviour Management**

Through such mechanisms as daily pastoral care, Resilience sessions, and positive reinforcement of good behaviour, students will be guided in the development of respectful relationships with each other, staff and volunteers. Any form of child abuse, corporal punishment or punishment that threatens or humiliates a child is expressly forbidden at The Launceston Preparatory School.

In managing the behaviour of students, discrimination is to be avoided and the principles of procedural fairness will be followed, namely that:

- all students involved will be helped to understand clearly what they have done wrong, or why someone else feels aggrieved by them;
- disputed matters are fully investigated, which may include interviewing witnesses;
- all students involved are provided with the opportunity to respond to the allegations or complaints;
- investigations and decisions are free from bias and from the perception of bias;
- the staff members dealing with the issue act reasonably and in a manner consistent with the school ethos and policies; and
- the consequences are proportionate to the misdoing and the age of the student, and only put in place for the actual perpetrators rather than a cohort of students.

When our standards in this regard are not met, some or all of the following procedures will be used as appropriate:

- intervention by a member of staff – the child’s behaviour will be discussed with him/her individually or with the relevant parties involved. Students may be required to sit out on the croquet lawn seats or outside the Principal office during recess or lunch time to reflect upon their actions.
- student and/or parent meeting with relevant teachers or the Principal
- this may be followed by Socratic seminars or Resilience sessions related to the specific issue
- group or individual session with school adopt-a-cop (if in use at the time) or relevant expert
- privileges may be withdrawn from those children continuing to demonstrate unacceptable behaviours
- involvement of external professionals, counselling, referral to anger management, etc.
- if the child persists in causing disruption, danger to himself/herself or others, parents may be requested to temporarily withdraw their child from the school. Return of the child will occur upon consultation between staff and parents involved.

Serious incidents should involve parent consultation and be documented with records kept on the student’s file.

**Related Information:**

[A Whole School Approach to Bullying.pdf](#)

[Drug Policy.pdf](#)

[Excursion Policy.pdf](#)

[School Rules.pdf](#)

[Staff Code of Conduct.pdf](#)

[Duty of Care and Supervision.pdf](#)

[Parent Code of Conduct.pdf](#)