LCPS Behaviour Management Procedure (BMP)

We want every student at LCPS to feel safe, successful, respected, welcome and happy. LCPS is a school with high expectations and high standards. Together, we share responsibility for creating a warm, safe and respectful environment where everyone feels valued, learning flourishes, and people thrive.

Our **Student Code of Conduct** underpins our BMP and has a strong focus on promoting and encouraging desired behaviours (see Student Responsibilities and Expected Behaviours). Our school has a responsibility to create and maintain a safe, calm, warm and orderly learning environment.

STUDENT CODE OF CONDUCT

• Ensures all students know the expected behaviours and minimum standards	• Enables all students to feel safe, successful, respected and happy	• Aligns with UN Human Rights of the Child and our CHRIST Values & Motto

Student Responsibilities

Christianity	Friendship	Respect
To strive to Live our C.H.R.I.S.T Values Live as Jesus taught us Stand up for what is right	Be Safe with your hands, feet and body. Speak kindly and respectfully Involve and include others	**Respect Self:** Be responsible for your learning, behaviour, presentation & safety **Respect Others:** Behave in a way that is safe, and helps and serves others **Respect Property:** Care for your class, our school and our environment

Expected Behaviours

Classroom	Before School	Always
• Try your best • Line up before class: whisper voice (L2) and silence (L1) when your teacher arrives • We enter classrooms silently • We walk quietly and in lines	• Before 8:20- remain seated quietly and no playing with balls. • Before 8:20- wait in the correct area for your Year Level • No: Bush Play or Playgrounds	• Walk on hard surfaces (except courts) • Always wear your hat (outside) • Wear the correct uniform
Eating Break	**After School**	**Playing Break**
• Always remain seated whilst eating • Stand up on the spot and raise your hand if you need to speak to the teacher e.g. Toilet • Clean your area and raise your hand so a teacher can dismiss you.	• After 3:00pm Bell Walk to your pick-up area promptly • Remain seated in pick up zones • Only play/stay if your parent is right next to you	• Follow Play Area Rosters:

	Monday	Tuesday	Wednesday	Thursday	Friday
SWINGS	1	2	3	4	5/6
BUSH PLAY	5/6	1	2	3	4

Behaviour Management Procedure

Level of Behaviour	Examples	Corrective Actions/Consequences	Administration
Level 1- Minor Behaviours Have or may have a minor impact on the learning, wellbeing, safety or wellbeing of self or others	**In-Class Examples** • Calling out without raising a hand • Off-task behaviour (not starting work) • Talking during instructions • Not following a classroom routine (lining up, late to class) **Out-of-Class Examples** • Not wearing hat in the playground • Running on hard surfaces • Minor playground disagreements with no harm • Not following expected play area rules	**In-Class may include:** • Verbal reminder or redirection • Brief restorative conversation • Proximity or seating adjustment **Out Of Class may include:** • Walk and Talk (restorative conversation) • Time Out (supervised by teacher) • Time Out (Office Bench) • Re-teaching expected behaviour	**In most circumstances:** • Managed directly by relevant staff member (EA/TCH etc) • Not recorded • Leadership not involved • Parents not contacted
Level 2- Moderate Behaviours Have or may have a moderate impact on the learning, wellbeing, safety or wellbeing of self or others **Or repeated Level 1 Behaviours**	**In-Class Examples** • Continued disruption after reminders • Arguing with teacher instructions • Refusing to complete set work • Inappropriate language (non-targeted) **Out-of-Class Examples** • Repeated minor conflict with peers in the playground • Misuse of equipment after reminders • Ignoring playground rules • Ongoing uniform or rule infringements	**May include:** • Time Out (supervised by teacher) • Time Out (Office Bench) • Time Out in the Office • Code of Conduct Reflection • Logical consequence linked to behaviour • Seating adjustment • Restorative process and and/or apology	**In most circumstances:** • Managed by teacher involved • Class Teacher informed • Seqta (Behaviour): Recorded by Teacher and notify Coordinators • Escalated to AP to manage (if required) • Parents contacted directly by Teacher or AP (if escalated)- this may be Seesaw or Phone
Level 3- Serious Behaviours Have or may have a serious impact on the learning, wellbeing, safety or wellbeing of self or others **Or repeated Level 2 Behaviours**	**In-Class Examples** • Persistent defiance or refusal to follow instructions • Disrupting the learning of others repeatedly • Bullying behaviours occurring during lessons • Deliberate damage to classroom property **Out-of-Class Examples** • Physical behaviour posing a risk to others • Bullying, intimidation or threatening behaviour • Leaving supervised areas without permission • Damage to school property	**May include:** • Removal from situation if required and taken to leadership • Suspension: In School or External • Code of Conduct Reflection • Logical consequence linked to behaviour • Loss of privilege (teams, camp etc) • Restorative process and/or apology	**In most circumstances:** • Escalated to Assistant Principal/Principal • Seqta (Behaviour): Recorded by AP and notify student's teacher • Parents phoned by AP and meeting (if required)
Level 4 **Severe Behaviours** Have or may have a severe impact on the learning, wellbeing, safety or wellbeing of self or others **Or repeated Level 3 Behaviours**	**In-Class Examples** • Serious physical aggression causing harm • Targeted verbal abuse or threats • Sustained bullying despite previous interventions • Bringing prohibited items into class **Out-of-Class Examples** • Leaving school grounds without permission • Serious fights or assaults • Ongoing intimidation or harassment • Behaviour that poses immediate risk to safety	**May include:** • Immediate Leadership Intervention • External Suspension or possible Permanent Exclusion (in consultation with CEWA) • Behaviour Contract or Individual Positive Behaviour Support Plan • Re-entry Meeting with Principal • Gradual Re-entry	**In most circumstances:** • Escalated to Assistant Principal/Principal • Parents contacted by AP • Parent meeting with AP at departure • Parent meeting with Principal at re-entry

Promoting and Encouraging Expected Behaviours

- Regular presentations at Assembly
- School focus and reflections on LCPS Motto and CHRIST Values
- Consistent application of school rules
- Class Charter developed for every Class and Learning Area at the start of each year

Student Rights

(Aligning with UN Human Rights- Children and our LCPS Identity)

- Safety: To be safe and feel safe at all times at school
- Fair Treatment: To be cared for and treated fairly and respectfully (including your privacy)
- Learn: To be supported in your learning, growth and development
- Have a Say: To have input into decisions that affect you
- To Be You: To have your uniqueness and individuality valued and recognised

Important Information regarding Behaviour Management

- **CEWA Directives:** This LCPS Procedure aligns with: CEWA Executive Directives- Student Behaviour and CEWA Process for Exclusion of Students for Disciplinary Reasons
- **LCPS Student Code of Conduct:** outlines the expectations and minimum standards of acceptable behaviour of our students.
- **Individual Positive Behaviour Support Plans:** will be developed to support individual students as required.
- **Key Element 1- Procedural Fairness:** This means children are regularly taught the rules, understand the consequences, their age and development is considered and they have the opportunity to explain their version of events and be listened to
- **Key Element 2- Non-Discriminatory:** This means all behaviour concerns are addressed fairly and respectfully, without bias, and with consideration of each student's age, developmental stage, and individual needs
- **Bullying and Harassment:** Incidences involving Bullying and Harassment will integrate LCPS Bullying, Harassment and Violence Procedures into how the situation is managed.
- **Corrective Action/Consequences:** The purpose of corrective actions is to help students learn from their behaviour, repair harm, and develop self-regulation skills in a safe and supportive environment. Consequences are logical and directly linked to the behaviour. They are designed to help students understand the impact of their actions and make more positive choices in the future.
- **Punishment:** LCPS explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.