

NT MUSIC SCHOOL STUDENT WELLBEING AND POSITIVE BEHAVIOUR POLICY

Responsibility of: Leadership Team, NT Music School Choral & Voice Teachers
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1. Policy Statement/Rationale

The purpose of the NT Music School Wellbeing and Behaviour Policy is to support the rights of students to receive a quality education in a safe and supportive learning and teaching environment in small group lessons, school ensemble rehearsals, after school ensemble rehearsals and at public performances. The policy also supports NT Music School teachers who work in partnership with host schools to ensure student wellbeing and behaviour management follows host school policies and procedures as well as NTMS Policy.

2. NT Music School Vision, Mission & Values

The NT Music School motto is 'Every One Can Play' and our vision is that every public-school student in the Northern Territory has the opportunity to enhance their learning in and through music.

Our mission is to give NT government school students the opportunity to participate in music education through engaging, practical music programs in schools with skilled teachers, ensemble experiences, remote, regional and town-based school support programs and performances.

Our values are Engage, Improve, Celebrate, Together.

Engage: Our aim is to provide engaging programs and experiences for our students and expect that our students, parents and host schools will in turn engage with us to support student learning.

Improve: Our aim is to support all students to improve in their skills, knowledge and understanding and our staff are committed to improving their practice and pedagogy to support this growth.

Celebrate: We celebrate at every opportunity to recognise the achievements and commitment of our students, teachers and school communities.

Together: We recognise the importance of collaboration and working together with schools and families to improve student outcomes.

This policy is underpinned by the Australian Student Wellbeing Framework guiding principles and effective practices to support the whole school community to build and maintain safety, positive relationships and wellbeing. The key elements focus on leadership, inclusion, student voice, partnerships and support.

3. NT Music School Wellbeing and Behaviour Rights and Responsibilities

All students have the right to	All students have the responsibility to
- Learn in a safe and caring environment - Be treated with kindness, fairness and respect	- Follow the school expectations and take responsibility for their actions - Respect and care for people they work with
All staff have the right to	All staff have the responsibility to
- Be free from disruption in the teaching and learning process - Be treated and respected as professionals	- Be prepared and behave in a professional manner - Carry out their responsibilities as required
All parents have the right to	All parents have the responsibility to
Be engaged, respected and kept informed regularly of their child's learning and development	- Engage and support their child as the major influence & champion of their child's learning - Be aware and supportive of the school's values, policies and procedures
All partner schools have the right to	All partner schools have the responsibility to
- Expect that students and staff will be treated with respect - Expect that school guidelines & policies will be adhered to	- Support students in engaging with and accessing programs provided - Support NTMS teachers to adhere to host school guidelines and policies

4. Creating Positive Learning Communities

The NT Music School supports and creates a positive learning community by

- Engaging with students, parents and host schools through regular communication
- Providing regular feedback on student learning and improvement
- Supporting the development of positive and respectful relationships with all key stakeholders
- Encouraging student leadership opportunities and student voice
- Seeking feedback from students, parents and host schools on events and programs provided
- Celebrating learning through public performances, schools & ensemble awards, and social media

Positive school behaviour expectations include

- Students being ready to learn; punctual, prepared and practising away from lessons
- Engaging constructively in lessons, rehearsals and programs; attentive listening, asking questions, following instructions
- Interacting positively with others; supporting, encouraging, using appropriate posture and body language

5. Identified Behaviours

Whilst the focus is on positive school approaches negative behaviour will not be accepted and consequences will be put in place to address these behaviours. Examples of unacceptable behaviour includes:

Level 1 – Low Level Behaviours

- Not being ready to learn; arriving late, not bringing required materials for lessons, not completing homework
- Failure to engage; excessive fiddling, distracting behaviour, moving around the classroom
- Interrupting lessons; talking out of turn, ignoring teacher instructions, responding poorly to feedback
- General disrespect; not caring for others property, negative comments or self-talk, yelling, swearing, being dishonest.

Behaviours at this level are dealt with by the teacher first hand. Possible consequences include:

- Verbal reminders, moving/separating students, time out
- Confiscation of instrument
- Student Apology

Level 2 – Mid Level or Repeated Low Level Behaviours

- Repeated low level behaviours
- Threatening to cause harm; touching other's instruments, playing instruments in an unsafe or inappropriate manner, inappropriate physical behaviour
- All forms of bullying; teasing, disparaging remarks or comments, threats
- Breach of school policies; vaping, inappropriate use of technology (mobile phone)

Consequences are at the teacher or host school discretion and may include:

- Supervised time out of lesson/rehearsal
- Suspension from program or ensemble
- Confiscation of device
- Behaviour contract for lessons, rehearsals and/or performances

Level 3 – High Level Behaviours

- Repeated moderate behaviours
- Stealing
- Truancy
- Vandalism or property damage
- Physical and/or verbal aggression or abuse towards students or staff
- Sexual harassment
- Self-Harm

Possible consequences include:

- Removal from program or ensemble
- Termination of enrolment
- Police involvement

6. Managing Behaviours

Low Level incidents as identified are dealt with in the following process

- Reminder of host school and NTMS expectations
- Warning and identification of appropriate consequence
- Consequence e.g. apology, time out, confiscation of instrument
- Note made in GradeXpert and liaison teacher notified

Mid Level incidents are dealt with in the following process

- Reminder of host school and NTMS expectations
- Warning and identification of appropriate consequences
- Consequence e.g. removal from class/rehearsal, confiscation of device
- Report made to liaison teacher and partner School principal/ or NTMS Principal notified
- Parents contacted and report of the behaviour made
- Incident recorded in GradeXpert

High Level incidents are dealt with in the following process

- Follow host school procedures for severe incidents
- Liaison teacher and host School principal/ or NTMS Principal notified immediately
- Principal/s contacts parents to discuss behaviour
- Incident recorded in GradeXpert
- Internal suspension

7. Celebrating Student Success

The NT Music School celebrates success in host schools by

- Using school based rewards to recognise school & NTMS values e.g. dojo points, house points
- Merit & Level certificates awarded at host school assemblies
- Partner School initiated awards e.g. music school student of the year
- Newsletter articles for host schools recognising celebrations such as student performances
- School performances at assemblies and other host school events
- Partner School social media or school communication platform posts

The NT Music School celebrates success in NTMS programs by

- Ensemble Awards; presented at the end of each year to students who have displayed NTMS school values
- Level Achievement Certificates; presented to students on completion of a level, sent home with reports or presented at school assemblies
- Board of Studies; representation by leadership team to present Music award at department event
- Social media posts
- Website photo galleries of NTMS events

- Direct contact and feedback to parents and students
- Student leadership roles within ensembles

8. Bullying

Bullying is defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure to another person. It includes, but is not limited to, all forms of harassment, humiliation, domination and intimidation of others. Bullying can be verbal, physical, social or psychological and can be committed in person or online.

Examples of bullying can include:

- Being excluded from a group
- Being hit, pushed, or kicked
- Cyber bullying – receiving offensive texts, or social network messages
- Being called offensive names
- Making fun of someone because of their appearance, cultural background, sexual identity or physical characteristics
- Making inappropriate gestures or comments

Addressing Bullying

At the NT Music School our value of working Together recognises that bullying is not accepted or tolerated. Students and families can expect that any concerns regarding bullying will be responded to by school staff. All students are encouraged to report bullying. Bullying can be reported to a staff member, a fellow student or parents. Students are strongly encouraged to report bullying as soon as it happens.

9. Related Legislation, Policies & Links

The Australian Student Wellbeing Framework

- [The Australian Student Wellbeing Framework - Department of Education, Australian Government](#)

Safe Schools NT

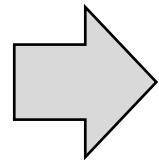
- [safe_schools_code_of_behaviour.pdf.pdf \(nt.gov.au\)](#)

NT Government – Behaviour Management for Students & Parents

- [Behaviour management for students and parents | NT.GOV.AU](#)



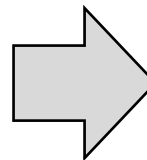
NT Music School Behaviour Flowchart



Level 1: Low Level

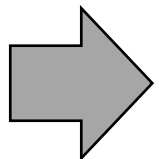
Behaviours that do not interfere significantly with teaching & learning & can be dealt with first hand by the teacher.

- arriving late
- moving around the classroom
- calling out
- ignoring instructions
- negative comments



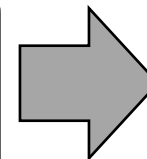
Teacher to Apply Corrective Strategies

- verbal reminders
- redirection of behaviour
- give choices
- record behaviour in general notes & discuss with liaison teacher if required



Level 2: Mid Level

- repeated low level behaviours
- threatening to cause harm to others or equipment
- inappropriate physical behaviour
- Bullying, teasing, negative comments
- breach of school policies e.g. mobile phone use

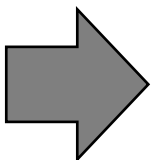


Teacher to Remind/Warn

Reminder/warning & identification of appropriate consequences by teacher and/or host school

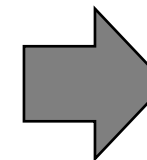
Act (consequence at teachers discretion)

- supervised removal from group activity or rehearsal
- removal of equipment/device
- formal report to host school principal & parent
- formal behaviour report in GradeXpert



Level 3: High Level

- physical /verbal aggression
 - stealing
 - vandalism
 - harassment
 - self harm



Request Immediate Assistance

- send a student or call the front office/senior teacher on duty
- liaison teacher, Principal and/or NTMS Principal notified
- Principal contact with parents to discuss behaviour
- incident recorded in GradeXpert
- internal suspension
- re-entry or individual behaviour contract in place