

# Positive Behaviour Policy for Private Music Lessons



*Rebecca Terry's Music Studio – Home and Online  
Tuition*

This policy outlines the values, expectations, and procedures that support a calm, respectful, and engaging learning environment for all students — children and adults — in both home and online settings.

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## 1. Respect for the Studio Environment

- The studio is a shared, peaceful learning space. Please treat it with care, including instruments, furniture, décor, and teaching materials.
  - Outdoor shoes should be removed at the door. Socks must be worn.
  - Please arrive with clean hands, especially important for piano and harp.
  - Food, chewing gum, and sticky drinks are not allowed inside the studio.
  - Students should avoid touching instruments or equipment without permission.
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## 2. Respect for Others

- Everyone in the studio is to be treated with kindness, patience, and empathy.
  - Disrespectful, aggressive, or mocking behaviour toward the teacher, other students, or family members will not be tolerated.
  - Differences in ability, learning style, neurodiversity, and background are respected and valued.
  - Students are encouraged to use respectful verbal and non-verbal communication (e.g. body language, tone).
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## 3. Punctuality and Preparedness

- Students should arrive on time and ready to learn — mentally and physically.
  - Please bring your instrument (unless harp or piano is provided), music books, practice notes, and any assignments.
  - For online lessons: ensure your space is quiet, internet is stable, and the camera/microphone are working.
  - Parents of younger children should help prepare them before the lesson starts to ensure a smooth transition.
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## 4. Growth Mindset and Positive Attitude

- Mistakes are welcome! They are essential to the learning process.
- Students are encouraged to ask questions, express curiosity, and try new things.
- Lessons are safe spaces — free from pressure to be perfect.

- We celebrate small wins, persistence, creativity, and courage.
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## 5. Practice Expectations

- Regular practice between lessons is vital to making progress.
  - Set a realistic routine: it's better to practise little and often than to cram before lessons.
  - Keep a notebook, practice log, or use apps to track progress.
  - Parents of younger children should help structure practice times and sit with the child if needed.
  - Missed practice should be communicated — life happens! I will always respond with support.
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## 6. Children's Engagement and Attention

- Lessons for children include a mix of movement, rhythm games, improvisation, and quiet focus.
  - A child who is distracted, tired, or overstimulated may need a moment to reset.
  - If attention or cooperation is an ongoing concern, I will work closely with parents to adapt the format or schedule.
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## 7. Adults as Learners

- Adult students are expected to model focused, respectful learning habits.
  - It's OK to feel nervous or make mistakes — learning music as an adult takes bravery!
  - Lessons can be adapted to include more technical focus, discussion, or relaxation depending on the student's goals.
  - Consistent home engagement (even without formal “practice”) is key.
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## 8. Managing Disruption and Behavioural Concerns

- If a student repeatedly behaves in a way that disrupts learning or compromises safety:
    1. Gentle verbal reminder during the lesson
    2. Private follow-up conversation with student and/or parent
    3. Written notice of continued issues with recommended solutions
    4. Temporary or permanent suspension of lessons if necessary
  - This process is handled with empathy and confidentiality.
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## 9. Parent and Guardian Roles

- Parents are partners in the learning journey.
  - Help your child stay organised, motivated, and emotionally supported.
  - Reading lesson notes and communicating regularly ensures everyone is on the same page.
  - For young children, please be available nearby during lessons unless otherwise agreed.
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## 10. Online Lesson Etiquette

- Students must be dressed appropriately and seated comfortably.
- Cameras should remain on unless previously agreed.
- Background noise should be kept to a minimum — headphones are helpful.

- Lessons should take place in a shared or visible area of the home (not bedrooms, where possible).
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## 11. Safeguarding and Wellbeing

- All children have the right to learn in a safe, supportive environment.
  - I am committed to safeguarding and child protection best practices.
  - Parents will be immediately informed if a child appears distressed, anxious, or withdrawn.
  - I will not record or photograph lessons without explicit written permission.
  - All communications about students are kept confidential and professional.
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## 12. Inclusivity and Accessibility

- My studio welcomes students with neurodivergence, learning differences, and disabilities.
  - Please share any specific support needs or accommodations that would help your/your child's experience.
  - I aim to tailor lessons to each student's pace, style, and preferred modes of learning.
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## 13. Communication and Feedback

- Open and honest communication is always welcome.
  - I aim to reply to messages within 24–48 hours (Mon–Fri).
  - If you have a concern, please raise it calmly — I'm here to help.
  - Positive suggestions are always valued and help improve the studio experience for everyone.
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## Studio Values

We are guided by the following principles:

🎵 Respect – for self, others, and the music

🎵 Kindness – in all interactions

🎵 Growth – through persistence, curiosity, and courage

🎵 Joy – music should be uplifting and meaningful

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## Acknowledgement and Agreement

Please sign below to acknowledge that you have read and understood the studio's Positive Behaviour Policy.

Student Name: \_\_\_\_\_

Parent/Guardian (if applicable): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_