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## Behaviour Management Policy

### **Behaviour Management Rationale:**

Margaret River Montessori School aims to provide for the rights of all children and support children to carry out their responsibilities as outlined in this Policy. The School aims to create a safe and supportive teaching and learning community that promotes student wellbeing and values diversity. In all cases of managing students' behavioural difficulties we employ the restorative justice model which aims to allow the students to reflect on their actions, make better choices next time and make amends for their behaviour. We maintain a consistent and unconditional duty to provide care and attention to every one of our students. Therefore, we do not pass judgements on students for their misguided behaviours, but work with them to always be the best person they can be.

### **Definition of Bullying:**

The national definition of bullying for Australian schools says:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts still need to be addressed and resolved.

<https://bullyingnoway.gov.au/WhatsBullying/DefinitionOfBullying>

### **Definition of Harassment:**

Harassment is behaviour that targets an individual or group for an impermissible reason: identity, race, culture or ethnic origin, religion, physical characteristics, gender, sexual orientation, marital, parenting or economic status, age, ability or disability. Harassment offends, intimidates or creates a hostile environment but need not be an ongoing pattern or repeated behaviour. Harassment can be unintentional.

### **Definition of Violence**

Violence is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases death. It may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

### **School/Classroom Rules:**

School/Classroom rules are established collaboratively with the children at the beginning of every year and revisited at the beginning of each term, as well as, when needed. School/Classroom rules are then to be displayed for children

to see in each classroom. Visual images should be used to support children’s understanding of the rules where appropriate. They should be based on the following but may be adapted to ensure age appropriateness.

**School/Classroom Rules:**

Rights	Responsibilities
The right to feel respected The right to learn The right to feel safe	Respect the rights of others Let others learn Be prepared Respect personal and School property Act in a safe and caring manner

It is essential that these rules apply for the following reasons:

1. To promote safety and well being for all school members whilst travelling to and from school and during school times.
2. To promote courtesy, co-operation and consideration.
3. To assist in promoting pride in both the school and personal achievement.
4. To ensure that the rights and possessions of self, others and environment are respected.

**Explicit Behaviour Guidance Instruction/Curriculum:**

**Strategies/Resources:** The following resources and programmes are in use at MRMS. Regular staff training occurs at both staff meetings and on staff development days.

**Montessori Resources:**

- *Children Who are Not Yet Peaceful* by Donna Bryant Goertz  
[http://www.amazon.com/Donna-Bryant-Goertz/e/B001K8ALAA/ref=dp\\_byline\\_cont\\_book\\_1](http://www.amazon.com/Donna-Bryant-Goertz/e/B001K8ALAA/ref=dp_byline_cont_book_1)
- *Montessori Class Management* by Franco Albanese

**Bullying No Way Website:** Definitions and resources for students and parents.

<https://bullyingnoway.gov.au/Pages/default.aspx>

**Highway Heroes Program**

- This is our main social and emotional learning curriculum, to be taught in all classes.

**Traffic Lights:** Class Teachers may like to utilise a traffic light poster to teach this method.

- Stop – Remove the child from the situation and teach children to do this for themselves.
- Breathe/Think - Teach children to take 5 deep breaths and think about what has happened.
- Move on - This is also an opportunity to teach children to think about how to bounce back, make amends and move on.

**Various Class Resources** – visual aids, STOP and think card, visual reminder cards, Behaviour Dial, etc.

**Circle of Security** – This methodology focuses on helping care-givers to:

- Understand children’s emotional world by learning to read emotional needs
- Support children’s ability to successfully manage emotions
- Enhance the development of children’s self esteem
- Honor the innate wisdom and desire for children to feel secure

[http://www.circleofsecurity.net/userfiles/Downloadable%20Handouts/COS\\_25wordsorless.pdf](http://www.circleofsecurity.net/userfiles/Downloadable%20Handouts/COS_25wordsorless.pdf)

**Circle of Friends:** This can be done as a whole class or in a small group. It is a positive communication and conflict resolution strategy through which children have a voice.

**Bounce Back Programme:** All classes should be utilising the Bounce Back resources. These will also be built into our overall **Social/Emotional Learning Curriculum** under the **Kids Matter Programme**.

**Virtues Programme:** All classes should be discussing and referring to the Virtue of the Month, selected each month and advertised in the newsletter. Further information on each Virtue is available in the Virtues Program book in the parent library in the office.

**Reflection Sheets:** To be applied when redirection has resulted in the child returning to their work and/or if the student has been sent to another class.

**Individual Behaviour Guidance Documented Plans:** In the case of behaviour difficulties or diagnosed disabilities it may be deemed appropriate for a child to be on an IEP or IBGP. These are written in consultation with parents and appropriate outside professionals.

### **Regular Staff Training and Updating:**

**Cluster Meetings** – SEL updates given at each cluster meeting

**Staff Meetings** – Students on our Radar are attended to at every staff meeting

**Teacher/Principal Conferences** – every term, Documented Plans and Students on our Radar.

## **MRMS Behaviour Management Plan**

### **Classroom Minor Behaviour**

Minor misbehaviour is behaviour or disruption that interferes with the orderly educational process of the work cycle.

Examples:

- Interfering with the work of others,
- Disturbing the concentration of others
- Inappropriate social interactions.

Strategies/Logical Consequences (Class Teachers must come up with their own methods, consequences and visual aids that fit this sequence):

1. Class/Spec Teacher - Verbal re-direction towards work/play which will engage the child's interest. Discussion with the child about what he/she thinks might be a solution to the problem. Warning about application of logical consequences with visual aid (Stop card or Behaviour Dial).
2. Class/Spec Teacher - If reoccurs that day, child is moved to another work area.
3. Class/Spec Teacher - If reoccurs that day, logical consequence is applied (sent to another class if pre-arranged, sent to verandah, miss out on 10 minutes play).
4. Class/Spec Teacher to Principal - If reoccurs that day, sent to principal
5. Class/Spec Teacher (informed by Principal) - If reoccurs that day, parents are called.

Problem resolved. Every new day is a fresh start. However, if the same behaviour is repeated see steps for creating a Behaviour Guidance Plan under Serious Level Behaviour Follow-Up.

### **Play Time Minor Behaviour**

**No hat no play – children must remain on the verandah for the whole of lunch time.**

**No hat no school uniform for excursions – children may miss out on the excursion and remain at school.**

Minor misbehaviour is behaviour or disruption that interferes with the appropriateness of play.

Examples:

- Unnecessary refusals
- Minor unkind behaviour
- Inappropriate social interactions.

- Behaviours that may be considered normal for the age of the child involved (e.g. young child throwing sand) but need to be attended to.

Strategies/Logical Consequences (All duty teachers must use the **RED FILE** and record minor incidents in the file)

1. Duty Teacher - Verbal re-direction towards play which will engage the child's interest. Discussion with the child about what he/she thinks might be a solution to the problem. Warning about application of logical consequences.
2. Duty Teacher - If reoccurs that day, child is moved to another play area.
3. Duty Teacher - If reoccurs that day, logical consequence is applied. Child misses out on play and sits on the verandah or is tagged to the teacher for 10 minutes.
4. Duty Teacher to Principal - If reoccurs that day, sent to principal
5. Principal - If reoccurs that day, parents are called.

Problem resolved. Every new day is a fresh start. However, if the same behaviour is repeated see steps for creating a Behaviour Guidance Plan under Serious Level Behaviour Follow-Up.

### **Classroom Medium Level Behaviour**

Examples

- Persistent refusal to work
- Persistent refusal to move to another lesson/area
- Minor damage to school or other students' property
- Deliberately unkind social interactions
- Deliberately disruptive behaviours

Strategies/Consequences:

1. Class/Spec Teacher - Verbal redirection and warning of logical consequence.
2. Class/Spec Teacher - If reoccurs that day, logical consequence, reflection sheet, but doesn't go home if first time.
3. Class/Spec Teacher - If reoccurs that day, removal to another spot in classroom and reflection sheet goes home.
4. Class/Spec Teacher to Principal - If reoccurs that day, sent to principal and principal writes incident report, principal decides if incident report goes home.
5. Class/Spec Teacher (informed by Principal) - If reoccurs that day, parents are called and incident report goes home.

### **Play Time Medium Level Behaviour**

Examples

- Minor damage to school or other students' property
- Deliberately unkind social interactions
- Deliberate refusal to abide by play time rules (e.g. taking turns) when the rules have been explained clearly.

Strategies/Consequences (All duty teachers must use the **RED FILE** and record minor incidents in the file):

1. Duty Teacher - Verbal redirection and warning of logical consequence.
2. Duty Teacher - If reoccurs that day, logical consequence, reflection sheet, but doesn't go home if first time.
3. Duty Teacher - If reoccurs that day, removal to verandah and reflection sheet goes home.
4. Duty Teacher to Principal - If reoccurs that day, sent to principal and principal writes incident report, principal decides if incident report goes home.
5. Principal - If reoccurs that day, parents are called and incident report goes home.

If may Minor or Medium Level Behaviour persists 3 times within 2 weeks (approx.) then employ steps for Serious Level Behaviour and Follow Up.

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## Classroom or Play Time Serious Level Behaviour

### Examples:

Serious misbehaviour is recurring covert and overt behaviour that results in property destruction, wilful defiance or injury to others, emotional or physical. A serious incident is deemed to be an incident where the teacher or classroom assistant has reasonable concern regarding the safety and welfare of any student or any other member of the school.

- Out of control behaviours
- Temper tantrums
- Throwing objects
- Damaging private property
- Stealing
- Climbing fences or gates with the intention of leaving the area the child is meant to be in.
- Seriously inappropriate social interactions/language (direct or in an online environment)

Note: For bullying (as per definition in this policy) see flow chart below.

Strategies/Consequences (All duty teachers must use the **RED FILE** and record minor incidents in the file):

1. Class/Spec or Duty Teacher - Remove child/children from immediate danger. Always assess the greatest and most immediate risk, verbal redirection and warning of logical consequences.
2. Class/Spec or Duty Teacher to Principal - If reoccurs that day, use the **red hand** to send with a child to admin. Principal may remove child, and the child may be isolated. If the child appears to be able to, the Principal will do a reflection sheet with the child, to be sent home, then provide opportunity for the child to make amends and take the child back to class. If the Principal is not available the Teacher in Charge may decide to ask the parents to collect the child from school.
3. Principal - If reoccurs that day, Teacher/Principal completes incident report to be sent home. Principal may decide to call parents to collect the child from school.

### Follow Up:

4. If behaviour persists, an Individual Behaviour Guidance Plan will be written by Class Teacher, or incorporated into an existing Documented Plan.
5. A meeting with parents, Teacher(s) and Principal may be arranged to go through the plan and all parties must agree on the strategies.
6. School psychologist may be involved to monitor effectiveness of the plan.
7. If serious misbehaviour continues to occur (3 incidents within 5 weeks or less) then the child will be temporarily suspended /excluded.
8. If parents are unwilling to consider or participate in an agreed programme, the child will be suspended/excluded until an agreement is reached.
9. Any suspension/exclusion shall have a fixed time frame. If a child is suspended/excluded for a period of time exceeding 3 days, the school shall provide work.
10. Repeated serious level or dangerous behaviour may result in the School needing to reconsider the child's enrolment.

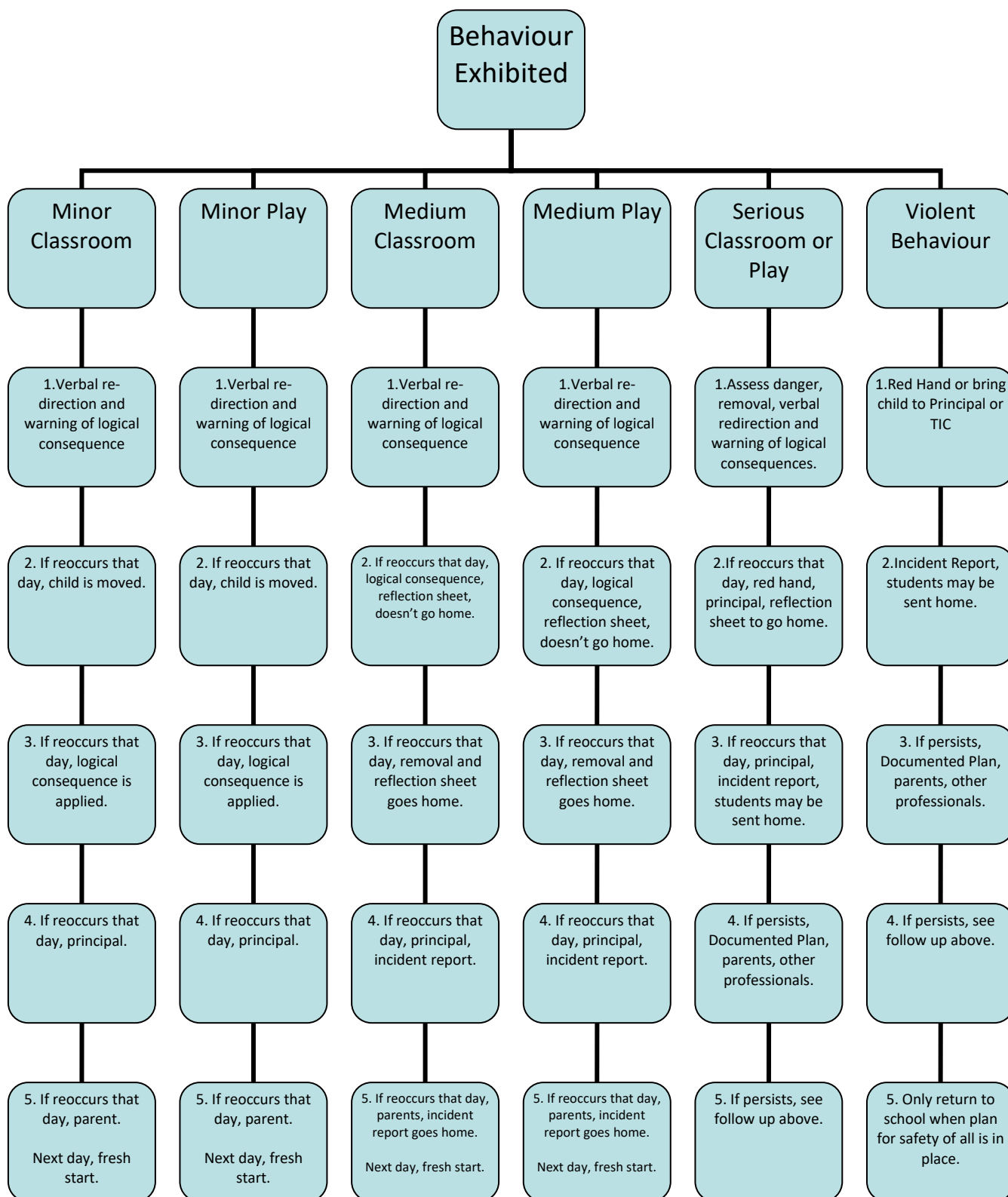
**Violence of any sort against self, another student or a staff member** – Class/Specialist Teacher either sends the **red hand** or brings the child to Principal or Teacher in Charge. See same procedures as for Serious Level Behaviour above. The child may only return to school when a plan is in place (agreed and signed by school and home) to ensure the safety of the student, other students and the staff. We will not risk repeats of violent behaviour.

**Corporal Punishment** - Margaret River Montessori School does not permit corporal punishment and other degrading punishments of students, or child abuse as a punishment or behaviour management tool. "This does not include, however, the application of force only to prevent personal injury to, or damage to or the destruction of property of any person (including the student)". [Education Reform Amendment Act (School Discipline), 1995]

**Incident and/or Accident/Injury Reports** – Every time an incident or accident/injury report is written it must be:

- Signed by the Principal
- Photocopied twice
- A copy given to the teacher to put in the child's file
- A copy given to the parent

## FLOW CHART for Managing Behaviour at MRMS



## School response flow chart: Student bullying (including online bullying)

Whilst Margaret River Montessori School takes a pro-active preventative approach to bullying through the educational programs and resources identified, the school uses the following response to reports of student bullying.

### **1. Listen carefully and calmly, and document what the student tells you**

Ensure a private place to talk. Do not dismiss their concerns or make them feel they are at fault. Listen to their account fully first and then ask them (and maybe others) questions to get more detail. Avoid the terms 'bully' or 'victim' and instead talk about the behaviour of everyone involved, including bystanders. **Clarify if there are immediate safety risks and let the student know how you will address these. Write a record of the conversation.**



### **2. Collect additional information**

Ask for any evidence from the student. Speak with all students involved, including bystanders. Be alert to your legal responsibilities regarding evidence if the incident may constitute a crime. Keep records. Ensure you have information that answers who, what, where, when, how, why. Students' views on why bullying is happening can suggest ways the school can respond. At this point it must be determined whether the situation falls under the definition of bullying or not. If bullying, follow below steps. If not bullying determine level of behaviour and follow procedures above.



### **3. Discuss a plan of action with the students**

Once you are confident you have a comprehensive picture of the situation and it does fall under the definition of bullying, discuss a plan of action with the student/s. Invite suggestions from students as appropriate.

Inform all students involved of your intention to inform their parents/guardians. Involve the parents and other caregivers in developing the plan of action if appropriate. And disciplinary action required should follow Flow Chart above for Serious Level Behaviour.



### **4. Inform the students what you intend to do**

Provide as much information as you can without violating the privacy of other students or parents. Also inform them about when you are planning to follow up with them after implementing the plan. Explain that you will look at immediate and short term responses as well as other long term preventative measures or efforts to promote a positive school climate.



### **5. Provide suggestions about what to do if the bullying occurs again**

Have information on hand to share with students or set up a meeting for them to talk about strategies with an appropriate staff member.



### **6. Set a date for follow up review/s**

Bullying can require a sustained effort to prevent, particularly if situations are long standing. Reviews are critical to check in with students, and to ensure the school's efforts have not caused other problems or merely created a problem elsewhere.



### **7. Record the incident**



### **8. Notify appropriate personnel**

Refer the matter to the responsible officer: all relevant Teachers and Assistants, School Psychologist.



### **9. Contact the parent/guardian about the incident and your course of action**

If parents/guardians have not yet been involved in the process of planning the course of action (Step 3), advise them of the incident and the resulting course of action, including referring to the school's policy and guidelines.



### **10. Follow up with students over the next several weeks and months**

It is essential to be alert to ongoing bullying, particularly the possibility that the bullying can 'reappear' in another form some time later.

### The Prepared Environment and the Prepared Adult

The Montessori learning environment is prepared with the intention of allowing each child the opportunity to work with focus and concentration and by their own self-direction. Motivation is intrinsic and stems from a love of learning and joyfulness in being purposeful. This setting is carefully prepared by the teacher whose responsibility it is to 'light the fire' for the children in their class. At the same time the teacher is carefully monitoring and tracking each child's progress with the aim that they reach their potential and more.

### Freedom with Responsibility

In the work cycle (morning or afternoon), when the children are not in a lesson with the teacher, they are working independently on their follow up work (activities to practice what they have learnt in lessons). During this time some of their work will be not negotiable and some of their work will be negotiated. At all times children are working on what they are ready for (regardless of their chronological age), determined by observation and close monitoring by the teacher. Because children are presented with work they have the ability to complete independently that provides them with just enough challenge to move them forward, the expectation is, at all times, that they should complete it (timing may be adapted for individual needs). In other words, the children have the freedom to complete work independently but must demonstrate responsibility by focusing on and completing it in a timely manner.

### Logical Consequences

We cannot ask anymore of children who work as hard as they can and seek necessary assistance from others, in an appropriate manner, to complete their work to the best of their ability. It is when children demonstrate an inability to focus with results in work not being completed or the disturbance of others that they are showing they need help to manage their own freedoms. This document provides guidelines for our school to assist children when they show a reluctance to work.

### Procedure for Assisting with Work Reluctance

When a child has lost focus and is choosing not to work or is disturbing others... (to be completed by Class Teacher)  
E.g. reading or drawing when during the morning cycle or at a time when other work should be completed

Step 1 - Verbal warning, sit with child, make plan/scaffold as necessary. Ask yourself, what else does the child need to move back into a state of focus and motivation to work?



Step 2 - Visual warning – with a card/image, let the child know about the class agreed consequence (being moved/finishing work at lunchtime/working in another class/missing fitness).



Step 3 – The child may need to be moved to an individual work space or near the teacher/EA. If the consequence involves lunch time then the student should be allowed to eat their lunch first, then finish their work and they are not to be in a classroom without a teacher.



Step 4 - If it's the third time in a week that a child has had the above consequence, the child goes to the Principal for a 'chat' and the Teacher will notify the child's parents or ask the child to call their parents.



Step 5 - This will be monitored for the second week. If it is still occurring then the Class Teacher will make a meeting time with the parents and the child to make a Documented Plan for the child. The Documented Plan is an agreed collaboration between home and school. All goals and strategies in the documented plan are to be abided by. At the review date a new agreement will be made if the issue remains.

### Student Absences and schoolwork.

Family holidays – Holidays during term time cannot be approved by the school. Parents take responsibility for work their child will miss when on holidays. We encourage parents to make a time to meet with the Teacher prior to leaving on term time holidays to find out about what their child will miss and to make plans accordingly. In general daily home reading, daily writing and daily age appropriate maths (ie. ten facts, times tables, mental maths) should be maintained whilst on holidays.

Illness/Family Bereavement – If the child has missed a few days of school due to illness the Teachers will do their best to catch the child up. If the child is absent due to illness for extended periods the Teacher will provide work to go home, with parent support. A child will not need to stay in at lunch time to finish work they have missed due to illness or family bereavement.



## School/Classroom Rules:

Rights	Responsibilities	It is essential that these rules apply for the following reasons:
The right to feel respected The right to learn The right to feel safe	Respect the rights of others Let others learn Be prepared Respect personal and School property Act in a safe and caring manner	1. To promote safety and wellbeing for all school members whilst travelling to and from school and during school times. 2. To promote courtesy, co-operation and consideration. 3. To assist in promoting pride in both the school and personal achievement. 4. To ensure that the rights and possessions of self, others and environment are respected.

What happened? \_\_\_\_\_

How did your behaviour make you feel today?



Sad



Happy



Angry



Frustrated



Sorry



\_\_\_\_\_

How did your behaviour affect how others felt today?



Sad



Happy



Angry



Frustrated



Sorry



\_\_\_\_\_

How can you make amends for this behaviour? \_\_\_\_\_

What will you do differently next time? \_\_\_\_\_

Student sign: \_\_\_\_\_

Resolved: Yes/ No

Teacher's response: \_\_\_\_\_

\_\_\_\_\_ sign: \_\_\_\_\_ date \_\_\_\_\_

My parent's/carer's response: \_\_\_\_\_

\_\_\_\_\_ sign: \_\_\_\_\_ date \_\_\_\_\_

My parents/ carers would like to make a time to speak my Teacher. Yes/ No



# Reflection Sheet - Fixing My Mistakes UP

Name \_\_\_\_\_

I have made a mistake in the following way/s:

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This is my account of what happened and my part in the mistake(s):

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This is what I should have been doing or how I should have been behaving:

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## Action Plan

How can I fix the problem and make it up to the people affected?

---

In the future I will choose to behave in a more appropriate way. I will:

---

Other things that would help me to choose more appropriate behaviours are:

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Teacher signature: ..... Date: .....

My parent/carer response: \_\_\_\_\_

---

Parent/carer signature:..... Date: .....

My parent/carer would like to discuss this with my Teacher and/or the Principal:    Yes    No

### School/Classroom Rules:

Rights	Responsibilities	It is essential that these rules apply for the following reasons:
The right to feel respected The right to learn The right to feel safe	Respect the rights of others Let others learn Be prepared Respect personal and School property Act in a safe and caring manner	<ol style="list-style-type: none"> <li>To promote safety and wellbeing for all school members whilst travelling to and from school and during school times.</li> <li>To promote courtesy, co-operation and consideration.</li> <li>To assist in promoting pride in both the school and personal achievement.</li> <li>To ensure that the rights and possessions of self, others and environment are respected.</li> </ol>

*If we never make mistakes we never learn. Fixing our mistakes is the best way to learn how to learn.*



## Discipline Record

Description of incident/situation and students involved

Outcome/Follow Up