

BEHAVIOUR MANAGEMENT POLICY - JUNIOR SCHOOL

"A child's liberty should have as its limit the interests of the group to which he belongs. Its form should consist in what we call good breeding and behaviour. We should therefore prevent a child from doing anything which may offend or hurt others, or which is impolite or unbecoming. But everything else, every act that can be useful in any way whatever, may be expressed," (Montessori, The Discovery of the Child).

PURPOSE

The Behaviour Management Policy of Melbourne Montessori School is based on the fundamental guiding of the educational philosophy of Dr Montessori.

These guidelines support our beliefs that:

- All children are born innocent
- With patience, love, sensitivity, respect, observation and intuition, we can link the child's inner drive for excellence with a supporting environment
- There is an interdependence between the child, the school, the family and the world
- Each child has a unique potentiality and that our task is to create an environment to assist its fruition
- It is only the child who can construct the person he or she will become
- Every child has the right to feel safe and be safe
- All children, staff and parents in the school have the right to enjoy an environment free from all forms of harassment and bullying, including racial, religious, physical, sexual and emotional
- With these rights come corresponding responsibilities of care and respect for others
- No corporal punishment will ever be allowed.

The values underlying the MMS Behaviour Management Policy are that its goal is to help create a child who at the age of 15 is self-disciplined (including a well-developed and balanced conscience) and who has maturing attitudes about his/her social responsibilities.

The process by which the creation of self-discipline happens is a focus on work and concentration leading to normalisation and a strong, loving, consistent and respectful external discipline in Cycle 1, which during Cycle 2, 3 and 4 gradually transforms into an internal and self-determined discipline. There is a difference between 'normal behaviour' and 'acceptable behaviour'. So, some normal exploration should still be curbed.

SCOPE OF THE BEHAVIOUR MANAGEMENT POLICY

1. In the event of an antisocial act
2. Students' responsibilities
3. Teachers' responsibilities
4. Parents' responsibilities
5. Breach of Policy

DEFINITIONS

Bullying is an act of deliberate aggression causing embarrassment, pain or discomfort to another:

- It is repeated over time
- It is an abuse of power
- It can take a number of forms – physical, verbal, extortion, gesture, and exclusion
- Individuals or groups may be involved

- The source of bullying is a personality which requires support from a positive environment in order to make the necessary changes
- Bullying is problematic for both the victim and the perpetrator

Bullying may include:

- Physical violence such as hitting, pushing, shoving or invasion of personal space
- Interfering with another's property by stealing, hiding, damaging or destroying it
- Name calling, teasing or spreading rumours about others or their families
- Using stand-over tactics, put-downs or belittling others abilities or achievements
- Writing offensive notes or graffiti about others
- Making degrading comments about another's appearance, culture, religious or social background
- Excluding others from a group with the intention to hurt the excluded person
- Making suggestive comments or other forms of sexual harassment
- Forcing others to act against their will
- Any anti-social online actions.

Discipline - is a form of control of behaviour. Control may be exerted externally (eg through government, religion, parents or teachers) or internally (from a developed conscience).

Normalisation - is the integration of the mind, body and spirit of the child into a harmonious whole (see Montessori, Absorbent Mind).

Respect - is to show appreciation for another person's worth or qualities or point of view, personal physical space or body and property.

PROCEDURES

Encouragement

The Children's Charter is to be printed up attractively and displayed in every classroom. It can then be used every day to exemplify why and how we act as we do.

Expectations

All children are to obey instructions from a staff member/adult.

1. In the event of an antisocial act

- 1.1 When an antisocial act is observed or reported in the classroom or playground by a child, parent or teacher, it must be reported to the child's teacher.
- 1.2 A teacher needs to speak to the child/children to identify the cause and result of the act
- 1.3 The child is warned and a commitment sought from the child that the act will not be repeated. If the action is repeated then the following steps will be taken:
 - 1.3.1 Sitting out of play. This would be for minor offences and up to 3 times. One minute for each year of the child's age.
 - 1.3.2 The name of the child who has to sit out will be recorded in the Register held at Reception, so that we can see patterns emerging, if any.
 - 1.3.3 If another child is physically and deliberately hurt, the child who caused the injury needs to fill out a Thinking Chart as attached to this policy. This needs to be done carefully and thoughtfully and supervised by the classroom teacher. **The parents of both children need to be informed.**
 - 1.3.4 For recidivists who repeat an act more than 3 times, a letter needs to be written by the child to apologise to the victim/s. The letter needs to be taken home and signed by the child's parent/s before being given to the injured child. This process needs to be overseen by the classroom teacher.

- 1.4 Playground behaviour needs to be discussed at the following Staff Meeting (as part of the regular agenda item Pastoral Care) and noted in the Observation Booklet so that all teachers can act consistently.
NB. Notes on children who continue to behave in an antisocial manner are confidential but kept on file.
Any extreme classroom behaviour needs to be discussed with the Principal, Learning Differences Coordinator and any specialist teachers who teach the child. Notes are kept by the classroom teacher of these discussions.
- 1.5 If the imposing of the consequences does not help to change the child's behaviour, the child's teacher will meet with the parents (and in some cases the Principal) to discuss why the child may be acting in this way and to work out strategies to help change the behaviour. How to report problem behaviour to parents: feedback, acknowledge problem, give advice on where and how to play more successfully. Notes are kept by the teacher.
- 1.6 External specialist assessment may be requested. This is funded by the parents.
- 1.7 If the child's behaviour is still not improving and the parents are not attending to appropriate support and the child is causing significant disruption the child may be asked to leave the school after a review of the case by the Principal. The Chairperson and Business Manager will be informed of this decision and the appropriate adjustments in the fees will be made.
- 1.8 For online anti-social behaviour refer to the Responsible Online Behaviour Policy.

Note: The purpose of the above is to facilitate open communication between the teacher and the parents. If either party believes this is not occurring, the Grievance Process should be adopted.

2. STUDENTS' Responsibilities

Every child has the right to feel safe. Consequently every child has responsibilities to help to create a safe environment as outlined in the Children's Charter:

- Every child has the responsibility to play and work safely and to encourage others to play and work safely
- Every child has the responsibility to speak/address respectfully to and of others
- Every child has the responsibility to learn and help others to learn
- Every child has the responsibility to report any incident of harassment or bullying
- Every child has the responsibility (according to age) to learn about the expectations embodied in the Children's Charter and to learn the particular rules of his or her classroom and the playground.

3. TEACHERS' Responsibilities

Every person in our school has the right to be treated respectfully without fear of discrimination, harassment or bullying. Consequently:

- 3.1 Every staff member has the responsibility to treat others respectfully and to follow the policies and processes in use at the school.
- 3.2 Every staff member has a responsibility to others to raise issues of concern by following the Grievance Procedure or at staff meetings.
- 3.3 Every staff member has the responsibility to the best of his or her ability to act as a good role model for children and parents.
- 3.4 Teachers have the responsibility to raise issues of concern over children's behaviour with parents and suggest specialist assessment where appropriate.
- 3.5 Teachers have the responsibility of creating a stimulating learning environment where each child is encouraged to learn and where the adult adapts their teaching to meet the learning styles of each child.
- 3.6 Teachers have the responsibility of having reasonable expectations of each child's behaviour, appropriate to his or her age, social maturity and personality.
- 3.7 Teachers have the responsibility to listen openly and neutrally to children and parents.
- 3.8 All staff have the responsibility to protect the reputation of all children by discussing a child only with those who need to know and can help.

4. PARENTS' Responsibilities

Every person in our school has the right to be treated respectfully without fear of discrimination, harassment or bullying. Consequently:

- 4.1 Every parent has the responsibility to treat others respectfully and to be aware of and follow the policies and processes in use at the school.
- 4.2 Every parent has the responsibility to learn about the Montessori philosophy and its implementation at our school.
- 4.3 Every parent has the responsibility to work with the teacher in a partnership when his or her own child has been identified as needing extra help or assistance.
- 4.4 Every parent has the responsibility of not having unreasonable expectations of the staff in the carrying out of their duties.
- 4.5 Every parent has the responsibility to learn about and support the expectations embodied in the Children's Charter and the particular rules of the child's classroom.
- 4.6 Every parent has the responsibility to bring to the notice of the teacher any issues of concern regarding family matters which may affect the child's behaviour at school.

5. Breach of Policy

Any breach of this policy will be considered by the Principal and will be dealt with on a case by case basis.

The Principal may take such action as considered appropriate in response to a breach of this policy including:

- 5.1 if the breach is by a student – providing a warning, counselling, withdrawal of certain privileges or opportunities, suspension, or expulsion.
- 5.2 if the breach is by a staff member – providing a warning, counselling, withdrawal of certain privileges, suspension from duties, or termination of employment.
- 5.3 if the breach is by a parent – providing a warning, withdrawal of certain privileges or opportunities, exclusion from future school events or functions, exclusion from the school grounds and facilities, or revocation of their child's enrolment.

A breach of this policy may also involve a breach of other Melbourne Montessori School other policies – see below.

SOURCES

Melbourne Montessori Blueprint, Philosophy, Mission and Values

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Linked with:

Responsible Online Behaviour Policy

Special Learning Policy

Transition Policy

Code of Conduct

Critical Incident Policy

THINK SHEET

Name and date:

I was: (circle all that apply)

- Not following rules
- Not being respectful
- Not being fair
- Not being kind
- Not being safe
- Not listening
- Not following directions
- Not being co-operative
- Not being responsible

Describe what happened:

I should have:

From now on I will:

My signature : _____