

BEHAVIOUR MANAGEMENT POLICY – SENIOR SCHOOL

PURPOSE

The Behaviour Management Policy of Melbourne Montessori School ('MMS') 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 and intuition, we can link the adolescent's inner drive for excellence with a supporting environment
- There is an interdependence between the student, the school, the family and the world
- Each student has a unique potentiality and that our task is to create an environment to assist its fruition
- It is only the student who can construct the person he or she will become
- Every student has the right to feel safe and be safe
- All students, 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 an individual who becomes self-disciplined (this includes having 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, 4 and 5 gradually transforms into an internal and self-determined discipline.

SCOPE OF THE BEHAVIOUR MANAGEMENT POLICY

1. In the event of an antisocial act
2. Student's responsibilities
3. Teachers' responsibilities
4. Parents' responsibilities
5. Breach of the 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 rumors 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

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 student, parent or teacher, it must be reported to the student's Advisor.
- 1.2. A teacher needs to speak to the student/students to identify the cause and result of the act.
- 1.3. If it falls into the bullying categories listed above, the student is warned and a commitment sought from the student that the act will not be repeated using the community conflict resolution procedure (Restorative Practices). Students are expected to seek resolution and strive to commit that it will not happen again.
- 1.4. If the act is repeated then parents will be asked to meet with the teacher or Advisor and student and together they will develop a set of agreed goals and behaviours. Notes are kept by the teacher.
- 1.5. If the behaviour continues after this and the agreement is breached, then the students will be excluded from certain classroom activities for an agreed period of time. Instead they will participate in other community building activities as deemed necessary. These are designed to prove the student is still willing to commit to participation in the community expectations.
- 1.6. All behaviour needs to be discussed at the following Staff Meeting (as part of the regular agenda item called Pastoral Care) and noted so that all teachers can act consistently. This information is confidential and kept online. Any classroom behaviour can be discussed with the Principal, Deputy Principal or another member of staff on a need to know basis. Notes are kept by the Advisor of these discussions.
- 1.7. If the imposing of the consequences does not help to change the student's behaviour, the student's Advisor will meet with the parents (and in some cases the Principal or Deputy Principal) to discuss why the student may be acting in this way and to work out strategies to help. Notes are kept by the teacher or Advisor.
- 1.8. External specialist assessment may be requested. This is funded by the parents.
- 1.9. If the student's behaviour is still not improving and the parents are not attending to appropriate support and the student is causing significant disruption the student 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.
- 1.10. 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 student has the right to feel safe. Consequently every student has responsibilities to help to create a safe environment as outlined in the Students' Charter.

- 2.1 Every student has the responsibility to interact and work safely and to encourage others to interact and work safely.
- 2.2 Every student has the responsibility to speak/address respectfully to and of others.
- 2.3 Every student has the responsibility to learn and help others to learn.
- 2.4 Every student has the responsibility to report any incident of harassment or bullying.
- 2.5 Every student 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 students and parents.
- 3.4 Teachers have the responsibility to raise issues of concern over student's behaviour with parents and suggest specialist assessment where appropriate.
- 3.5 Teachers have the responsibility of creating a stimulating learning environment where each student is encouraged to learn and where the adult adapts their teaching to meet the learning styles of each student.
- 3.6 Teachers have the responsibility of having reasonable expectations of each student's behaviour, appropriate to his or her age, social maturity and personality.
- 3.7 Teachers have the responsibility to listen openly and neutrally to students and parents.
- 3.8 All staff have the responsibility to protect the reputation of all students by discussing a student 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 student 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 Students' Charter and the particular rules of the student'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 student's behaviour at school.

5. Breach of the 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

REVIEWED: 2017

LINKED WITH:

Code of Conduct
Critical Incident Policy
Responsible Online Behaviour Policy
Special Learning Policy
Transition Policy

Community Conflict Resolution Procedure

- * Each party makes an “I statement” that describes his or her perception of the situation:**

“This is my version of what happened:....”

“This is what I am feeling: I feel that....”

“This is my perception of what happened or is happening....”

- * Each party acknowledges the other party’s perception or feelings:**

“I acknowledge that you saw the situation as....”

“I hear you say that you perceived....”

“I understand that you feel....”

- * Each person owns his or her part in the conflict:**

“It’s true that I did....”

“I admit that I contributed by....”

“I agree that I probably....”

- * All parties propose ways to resolve the conflict until everyone agrees on a strategy.**

- * Apologies may be offered voluntarily and should be stated sincerely.**

- * All parties shake hands.**