

STUDENT BEHAVIOUR MANAGEMENT POLICY

This policy is informed by:

- Canberra Montessori School Behaviour Management Policy (*reviewed 2013*)
- <http://melbournemontessori.vic.edu.au/discipline/>
- <http://aitsl.edu.au/australian-professional-standards-for-teachers/standards/list?fa=4.3!Proficient>
- <http://livingmontessorinow.com/2013/10/22/a-montessori-approach-to-discipline/>
- <http://www.blog.montessoriforeveryone.com/10-tips-for-successful-classroom-management.html>
- <http://www.montessori-ami.org/articles1/article01.htm>
- <http://www.autism.org.uk/working-with/education/educational-professionals-in-schools/resources-for-teachers/montessori-a-special-education.aspx>

1. Policy Statement

The Principal is responsible for the creation and maintenance of a safe and positive learning environment and the development of processes for the effective management of student behaviour.

The Classroom Director is responsible for:

- Establishing order in the classroom.
- Establishing and facilitating internal discipline in their students.
- Documenting and maintaining evidence of extreme behaviours and minor misbehaviours as well as communicating effectively their observations and findings with parents.

2. Rationale

The management of student behaviour is encompassed in the teaching and learning process. The school provides a social context which allows students to be supported whilst also being taught how to accept responsibility for their own behaviour. Students require opportunities to develop appropriate behaviours, self-control, and resiliency through interactions with Directors, Classroom Assistants and other staff, and through their prepared environment. These opportunities need to be reinforced consistently in a manner which enhances student understanding of responsible social behaviour.

3. Principles

The following principles guide Canberra Montessori School in the management of student behaviour:

- Student wellbeing and the mitigation of inappropriate behaviour is enhanced by a focus on early intervention and prevention.
- The use of Montessori Curriculum and the prepared environment encourages engagement by students.
- Student behaviour is best managed in ways that promote restorative practices and are educative in nature.

- The behaviour management processes of school staff acknowledges the duty to take reasonable care for the safety of students and staff.
- Student behaviour is not viewed in isolation but as a part of an interaction between the student, staff and the school community.
- School staff will demonstrate accountability for evidence based decision making, reporting and referral to appropriate support, and record keeping based on observation.

4. Managing Behaviour

The majority of students will exhibit positive and socially appropriate behaviours. There are however, some students who, at times, exhibit behaviours outside these norms and test the skill and patience of even the most experienced staff. What cannot be understated is understanding the school environment is a 'safe environment' where students are expected to test boundaries, as this is a function of their learning. This safe and 'prepared environment' is facilitated by the Montessori Philosophy and is based on students being actively engaged with the curriculum through interesting ways of learning; being in a place where they feel cared for by school staff with a sense of belonging to the school; and where Directors know them well and build on their strengths and encourage them to persist with tasks until they achieve mastery. In short students are more likely to behave well, if they are in an environment where they feel respected and capable.

The Montessori Philosophy suggests that such an environment created by school staff will prevent potential behaviour problems. The essential element of managing behaviour in this context is acting to meet student needs rather than reacting when they misbehave.

5. Extreme Behaviour

There are students whose circumstances make it difficult for them to respond in socially acceptable ways at all times. Reacting to these unwanted scenarios in a punitive or narrow behavioural control sense is not a positive approach. These students first need an appropriate curriculum and staff who develop strategies to engage them in learning. These students also need clear limits and consistent interventions in order to learn behaviours socially accepted at school. These students and the staff of these students may need *in school* interventions and support from outside agencies.

6. Physical Contact

Canberra Montessori School has an ethos and environment where using physical contact to manage student behaviour is not necessary. However, at times, certain situations arise where physical contact or physical restraint is necessary.

Staff may take action, including physical contact with a student or a student's property, as is reasonable to:

- Maintain or care for a student
- Maintain or re-establish order
- Prevent or restrain a person from – *placing at risk the safety of any person or damaging any property.*

7. Reasonableness

Any physical intervention or contact must be reasonable considering the context of the situation. Any physical contact or degree of force deemed unreasonable may actually be considered unlawful. Any physical intervention must be considered a final step. This type of intervention is based on the student's history of behaviour and requires prior consultation with parents/caregivers. This type of

intervention must be fully documented in the student’s behaviour and/or individualised education plan.

8. Duty of Care

Staff have a duty of care to minimise the risk of harm to another. They must take measures to protect students from harm that may be reasonably foreseen. This includes protection from known hazards and harm.

Under duty of care, staff also have a responsibility to intervene in situations where students may be at risk of harm. This does not mean putting themselves in a situation where they are at risk; only that duty of care requires prompt and appropriate action.

This prompt and appropriate action may at times involve physical contact.

Approved by:	Date:	Next Review Date:
Principal	07/08/2020	07/08/2022