

Behaviour Support Policy and Procedure

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Policy

Casa Mia Montessori Community School is committed to ensuring that every member of the School community feels safe and protected, and behaves in a respectful and responsible way that leads to a safe and supportive environment. Casa Mia is committed to ensuring a respectful learning environment that is safe, positive and supportive for all students. Casa Mia Montessori Community School implements the National Child Safe Organisation Principles through its Child Safe Organisation Framework to underpin all environments where children feel respected, valued, supported and safe from harm.

'I have yet to meet a child who enjoys misbehaving. Rather I see a child who is working to communicate a message about an unmet need in increasingly desperate and extreme ways.'

Dr Vanessa Lapointe



Background

The Montessori National Curriculum includes a strong ethical and prosocial component. Prosocial values are practised daily in Grace and Courtesy lessons and include the explicit teaching of prosocial skills such as cooperation, negotiation and inclusion. In addition, for many years the School has embraced the Virtues Program which provides additional strategies to address the social and emotional development of our students, along with specific social emotional targeted lessons.

The Montessori Method is underpinned by Maria Montessori's research that outlines the effectiveness of natural or logical consequences over punishment. Punishment is usually fear-based

driven, encouraging our children to 'do the right thing' by making them fearful of us or our power over them. A logical or natural consequence will support the child in understanding "If I do this... then this will happen". These consequences in turn help the child to develop an understanding of our communities behavioural norms and expectations.

From time to time, students will not behave appropriately and will need behaviour management strategies and may be placed on specific plans to provide a more targeted approach to their needs. On enrolment, parents sign the Positive Behaviours Policy Agreement to acknowledge their understanding of the management of student behaviour at Casa Mia.

Definitions:

Minor misbehaviour is behaviour or disruption that interferes with the orderly educational process within the school. Examples include but are not limited to interfering with the work of others, disturbing the concentration of others, and inappropriate social interactions.

Serious misbehaviour is recurring covert or overt behaviour that results in property destruction, willful defiance, or physical or emotional injury to others. Examples of serious misbehaviour include but are not limited to refusal to work, aggression, temper tantrums, damaging property, violence, stealing, seriously inappropriate social interactions, bullying and harassment. Bullying may have lifelong effects on those involved, and is about using power in various ways to cause physical and/or psychological harm. It can be verbal, physical, and online.

By implementing the National Child Safe Organisation Principles, the School supports student safety and wellbeing, responds to incidents of harassment, aggression, violence or bullying and promotes a positive school culture.

At CMMS, we very much understand that emotional regulation is continuously developing for children as they grow, and all children are at varying stages in their development. The 3 R's – Regulate, Respond, Reason guide our staff in supporting every child's behaviour. Often behavioural challenges occur when children are in a heightened state of emotions – it is at this time that we must understand that first we must support a child to regulate. This can be achieved through a variety of co-regulation strategies, before moving on to Respond. Responding to the child may look like acknowledging their feelings "I can see that you are feeling angry, shall we sit and talk about it" and then moving into Reason, which is where the adult can support the child by discussing alternative outcomes and working through scenarios that develop empathy and compassion, building skills that will support the child through future social situations.

When behaviour is particularly difficult to change or manage, it is termed challenging behaviour. Staff should attempt to recognise the reasons behind the behaviour and at all times refrain from labelling behaviour as 'good or bad' or 'naughty'.

Expression of emotions: the child may be trying to express one or more of the following:

- **Frustration:** they can't do something or can't tell the adult what they want
- **Fear:** they are frightened of something
- **Strong feeling:** they are unhappy or angry about something; they dislike or are unhappy about a situation
- **Anxiety:** they are feeling confused, worried, stressed, unable to think well
- **Hyperactivity:** they have excess energy and cannot seem to burn it off

- **Discomfort:** they are in pain and can't tell you
- **Attention:** they are making attempts to meet their need for attention, attachment and interaction by behaving in a certain way. They are wanting engagement with you.
- **Difficulty with understanding:** if the child has difficulty in understanding, they may not know what is expected. They may need time to work out what is meant and so respond to an instruction when expected. They may not know what is happening around them or retain information.
- **Difficulty in processing or making sense of sensory experiences in the environment:** for example, certain touch, noise and lights may stress the child. Some children may have hyper or hypo-sensitivities to certain stimuli in an environment.
- **Seeking sensory input and/or experiences**
- **Neurodiverse children may have less impulse control and more challenges with reading social situations which arise in conflict.**

IMPLEMENTATION

Supporting Positive Behaviour

There are a number of tools that can be used to guide and support the set-up of positive behaviours. Casa Mia staff are encouraged to outline the following with the children each term:

- 1.1 School values
- 1.2 Rights and responsibilities/Class Charter
- 1.3 Student Code of Conduct
- 1.4 Role play Grace and Courtesy intentionally, as well as situationally

Minor Misbehaviour

1. In the event of minor misbehaviour, the initial response shall be:

- 1.1. direction by the teacher towards work that will engage the student's interest;
- 1.2. discussion with the student about what he/she thinks might be a solution to the problem; and/or
- 1.3. the application of conflict resolution techniques.

2. If further disciplinary action is required, the teacher records the misbehaviour

3. In the case of repeated minor misbehaviour, the teacher develops a Behaviour Management Plan in consultation with the parents or guardians of the student.

4. Consequences experienced by the student for minor misbehaviour shall be any or all of the following:

- 4.1. verbal re-direction;
- 4.2. assigning a seat on a temporary basis;

- 4.3. isolation/cool down time for a short period of time;
- 4.4. student takes responsibility for the repair of any damage;
- 4.5. daily encouragement of positive behaviour; and/or
- 4.6. the student stays in close proximity to the teacher.

Serious Misbehaviour

5. In the event of serious misbehaviour the initial response shall be:

- 5.1. immediate intervention by the supervising staff member;
- 5.2. behaviour record form filled out and presented to the Principal; and
- 5.3. if the immediate intervention is unsuccessful, the student is then sent to the Principal and parents are notified immediately by the Principal.

6. If the serious misbehaviour continues, the teacher records the misbehaviour and the Principal shall schedule a meeting with the teacher and the parents or guardians of the student.

7. Subject to the discretion of the Principal, consequences for serious misbehaviour shall be any or all of the following. The Principal may require the:

- 7.1. student to apologise;
- 7.2. student to be assigned a special place within the classroom;
- 7.3. removal for the safety of others;
- 7.4. parents or guardians to attend a meeting with the teacher and Principal;
- 7.5. parents or guardians to take the student home; and/or
- 7.6. parents or guardians to be notified in writing, detailing the specific misbehaviour.

8. Repeated serious misbehaviour may result in the Principal requesting parents or guardians to withdraw their child from the School.

9. The School explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.

9.1. Child abuse:

9.1.1. Physical abuse occurs when a child is severely and/or persistently hurt or injured

9.1.2. Sexual abuse, occurs when a child is exposed to, or involved in, sexual activity sexual behaviour in circumstances where:

- a. the child is subject to bribery, coercion, a threat, exploitation or violence;
- b. the child has less power than another person involved in the behaviour; or
- c. there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

9.1.3 Emotional abuse includes:

- a. psychological abuse; and
- b. being exposed to an act of family and domestic violence.

9.1.4 Neglect

is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged or they are injured. Neglect may be acute, episodic or chronic.

9.2 Corporal punishment:

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm.

9.3 Degrading punishment:

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.

10. This does not include the use of reasonable physical restraint to protect the child or others from harm: from [UN Committee on the Rights of the Child, General Comment No. 8 \(2006\), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007.](#)

Related Documents and Resources

School Education Act 1999 (WA) Part 3 Div. 5: s.91 & 92 School Education Regulations 2000 (WA)

UN Committee on the Rights of the Child

Disability Discrimination Act 1992 (Commonwealth)

Disability Standards for Education 2005 Equal Opportunity Act 1984 (WA)

Australian Student Wellbeing Hub

National Principles for Child Safe Organisations

The Virtues Project

Bullying No Way

Staff Handbook

Student Code of Conduct