



PERTH
MONTESSORI
—

BEHAVIOUR MANAGEMENT POLICY

BOARD APPROVAL

Version: v2.0

Approval Date: 12 Aug 2022

Signed by Board Chair: 

Name of Board Chair: Dr. Andrew Marsh

Next Revision Date: Term 3, 2024

1. PURPOSE

Perth Montessori is committed to:

- 1.1. Ensuring a respectful learning environment that is safe, positive and supportive for all students,
- 1.2. Treating students with dignity and fairness,
- 1.3. Ensuring the teaching and learning process is unhindered by any anti-social behaviour,
- 1.4. Ensuring awareness of the rights, but also the responsibilities students have to themselves and others,
- 1.5. Promoting awareness of the procedures put in place to manage inappropriate behaviour,
- 1.6. Ensuring that teachers are fair and consistent with discipline, and
- 1.7. Ensuring that students have been made aware of the consequences of their actions.

2. POLICY

At Perth Montessori we:

- 2.1. Explicitly forbid the use of any form of child abuse, corporal punishment or other degrading punishment,
- 2.2. Ensure the administration of permitted forms of behaviour management, discipline or punishment conforms to the principles of procedural fairness and the prohibition of unlawful discrimination,
- 2.3. Educate students, parents and carers on the Montessori approach to behaviour management that promotes self-discipline without the need for external rewards or punishments,
- 2.4. Use strategies to promote positive behaviours by students,
- 2.5. Create a positive environment within the school and classroom,
- 2.6. Create a caring school environment where the rights and responsibilities of the individual are recognised and respected,
- 2.7. Establish boundaries that protect the rights of all individuals, and
- 2.8. Establish a clear set of consequences for individuals who do not accept their responsibilities so that they are encouraged to recognise and respect the rights of others.
- 2.9. Monitor unacceptable behaviours,
- 2.10. Document unacceptable behaviours using agreed tools and practices outlined in the School's Behaviour Management Procedure,

- 2.11. Respond appropriately to unacceptable behaviours in accordance with the Staff and Student Codes of Conduct,
- 2.12. Inform parents and carers when needed of the student's unacceptable behaviour,
- 2.13. Ensure that consequences or strategies to manage or prevent ongoing instances of unacceptable student behaviour take into account the individual needs and specific circumstances of the student who is misbehaving,
- 2.14. Ensure that the Behaviour Management Policy is not a vehicle for punishments of any kind, rather that inappropriate behaviour attracts the removal of a degree of freedom for the student, and
- 2.15. Ensure that the overall safety and need for a safe and supportive environment is prioritised when deciding on how to manage student misbehaviour.

3. BACKGROUND

- 3.1. From time to time, students will not behave appropriately and will need behaviour management strategies,
- 3.2. On enrolment, parents sign an Enrolment Agreement that includes an acknowledgment of the Parent and Student Code of Conduct and the Behaviour Management Policy. This is to acknowledge their understanding of the management of student behaviour at Perth Montessori.
- 3.3. **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.
- 3.4. **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.
- 3.5. **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.

4. DEFINITIONS

4.1. Behaviour

A student's learned actions, identified in a school's code of conduct, that contribute to the student's growth and development and the School's good order and proper management.

4.2. Behaviour support

The educational support a student receives from the School in order to learn and maintain identified behaviour.

4.3. Student

A person who is enrolled at Perth Montessori.

4.4. Child Abuse

Four forms of child abuse are covered by WA law and are defined by the Department of Communities:

4.4.1. **Physical abuse** occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver,

4.4.2. **Sexual abuse** occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and developmental level, and includes sexual behaviour in circumstances where:

4.4.2.1. the child is the subject of bribery, coercion, a threat, exploitation or violence,

4.4.2.2. the child has less power than another person involved in the behaviour, and

4.4.2.3. there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

4.4.3. **Emotional abuse** includes:

4.4.3.1. psychological abuse, and

4.4.3.2. being exposed to an act of family and domestic violence.

4.4.4. **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.

4.5. 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 [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

4.6. 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 [\[UN Committee on the Rights of the Child, General Comment No. 8 \(2006\)\]](#).

4.7. Procedural Fairness

Perth Montessori commits to following the rules of procedural fairness in addressing any behavioural concerns.

These rules require:

- 4.7.1. A hearing appropriate to the circumstances,
- 4.7.2. Lack of bias,
- 4.7.3. Evidence to support a decision, and
- 4.7.4. Inquiry into matters in dispute.

5. RESOURCES

Relevant legislation or authority

- 5.1. [Disability Discrimination Act 1992 \(Commonwealth\)](#)
- 5.2. [Disability Standards for Education 2005](#)
- 5.3. [Equal Opportunity Act 1984 \(WA\)](#)
- 5.4. [School Education Act 1999 \(WA\)](#)
- 5.5. [School Education Regulations 2000 \(WA\)](#)
- 5.6. [State Records Act 2000 \(WA\)](#)

Related Documents and Resources

Child Safe Child Friendly Policy

Parent and Student Code of Conduct

Staff Code of Conduct

Equal Opportunity Policy