Behaviour Policy

Policy

The Beehive Montessori 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.

Beehive is committed to ensuring a respectful learning environment that is safe, positive and supportive for all students. The Beehive Montessori School implements the National Child Safe Organisation Principles through its Child Safe Organisation Framework to underpin all Beehive's policies, procedures, practices and strategies to ensure the provision of an environment where children feel respected, valued, supported and safe from harm.

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.

From time to time, students will not behave appropriately and will need behaviour management strategies. On enrolment, parents sign the Behaviour Policy Agreement to acknowledge their understanding of the management of student behaviour at Beehive.

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, wilful 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.

Approved 24/3/25 by the School Board. Next review due 24/3/27.

Implementation

MINOR MISBEHAVIOUR

1. In the event of minor misbehaviour, the initial response shall be:
   1.1. direction by the teacher towards work which will engage the student's interest;
   1.2. discussion with the student about what they think 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 in the School's Behaviour Record, to discuss with the student's parents and the Principal.

3. Consequences experienced by the student for repeated minor misbehaviour shall be any or all of the following:
   3.1. verbal re-direction;
   3.2. assigning a seat on a temporary basis;
   3.3. removal from their work/others for a short period of time;
   3.4. student takes responsibility for the repair of any damage;
   3.5. daily encouragement of positive behaviour;
   3.6. the student stays close to the teacher; and/or
   3.7. teachers develop an Individual Learning Plan to address the behaviour in conjunction with parents and specialists

SERIOUS MISBEHAVIOUR

4. In the event of serious misbehaviour the initial response shall be:
   4.1. immediate intervention by the supervising staff member;
   4.2. if the immediate intervention is unsuccessful, the student is then sent to the Principal and parents notified immediately by the Principal.

5. If the serious misbehaviour continues, the teacher records the misbehaviour in the School's Behaviour Record, and the Principal shall schedule a meeting with the teacher and parents or guardians of the student.

6. Subject to the discretion of the Principal, consequences for serious misbehaviour shall be any or all of the following. The Principal may require the:
   6.1. student to be assigned a special place within the classroom;
   6.2. removal of the student from the classroom if the student's behaviour is a threat to the safety of the others;
   6.3. parents or guardians to attend a meeting with the teacher and Principal;
   6.4. parents or guardians to seek further help from a specialist;
   6.5. parents or guardians to take the student home; and/or
   6.6. teachers develop an Individual Learning Plan to address the behaviour in conjunction with Principal, parents and specialists

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

Approved 24/3/25 by the School Board. Next review due 24/3/27.

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

8.1. Child abuse:

8.1.1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.

8.1.2. 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 behavior 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.

8.1.3 Emotional abuse includes:

a. psychological abuse; and

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

8.1.4 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.

8.2 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.

8.3 Degrading punishment:

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

9. 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.

Approved 24/3/25 by the School Board. Next review due 24/3/27.

Related Documents and Resources

Australian Student Wellbeing Hub

Beehive Montessori School Child Protection Advice brochure

Beehive Montessori School Child Safe Organisation

Behaviour Record

Bullying No Way

Communication Path for Parents

Disability Discrimination Act 1992 (Commonwealth)

Disability Standards for Education 2005

Equal Opportunity Act 1984 (WA)

National Principles for Child Safe Organisations

Royal Commission's Creating Child Safe Institutions: Child Safe Standards

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

School Education Regulations 2000 (WA)

Staff Handbook

Student Code of Conduct

The Virtues Project

UN Committee on the Rights of the Child

Approved 24/3/25 by the School Board. Next review due 24/3/27.