

Positive Behaviour Policy

Purpose:	The purpose of this policy is to: (a) ensure that students who attend Montessori International College (MIC) are appropriately supported to develop the self-management skills required to successfully participate in the Montessori program offered by the College.	
Scope:	This policy applies to: All MIC staff, students, parents/guardians, MIC contractors and volunteers	
Status:	☐ In review ☒ Approved	Supersedes: Positive Behaviour Policy V1
Authorised by:	School Principal	Date of Authorisation: 23/01/26
References:	Australian Education Regulations 2023 (Cth) Australian Student Wellbeing Framework Queensland Government Student Discipline Procedure - Australian Children's Education and Care Quality Authority (ACECQA) – www.acecqa.gov.au Education and Care Services National Law Act 2010 Education and Care Services National Regulations 2011 (ACECQA): Regulation 155 – Interactions with children Regulation 156 – Relationships in groups Regulation 168 - Policies and Procedures Regulation 170 (1),(2) – Policies and procedures to be followed Regulation 171 (1),(2) – Policies and procedures to be kept available National Quality Standard, Quality Area 2: Children's Health and Safety National Quality Standard, Quality Area 5: Relationships with Children National Quality Standard, Quality Area 7: Governance and Leadership - Anti-Bullying Policy; - Child Protection Policy; - Child Risk Management Strategy; - Disability Discrimination Policy; - Complaints Handling Policy; - Parent Handbook; - Duty of Care Policy; - Work Health and Safety Policy; - Staff Code of Conduct.	
Review Date:	Annually	Next Review Date: January 2027
Policy Owner:	Executive Leadership	

POLICY STATEMENT:

Montessori International College (MIC) is committed to fostering a safe, inclusive, and respectful learning environment in which positive behaviour supports student wellbeing, engagement, and learning.

MIC promotes positive behaviour as a developmental process grounded in self-discipline, personal responsibility, and respect for self, others, and the environment. Behaviour expectations are explicitly taught, consistently reinforced, and aligned with the Montessori philosophy, recognising that students develop self-regulation skills over time within a prepared and supportive environment.

MIC applies a proactive, restorative, and educative approach to behaviour support that prioritises dignity, fairness, and the maintenance of positive relationships. Behaviour responses are age-appropriate, proportionate, and responsive to individual circumstances, and are implemented in accordance with the College's duty of care obligations.

MIC's approach to positive behaviour is consistent with relevant legislation, regulatory requirements, and recognised wellbeing frameworks. Where behaviour concerns arise, the College works collaboratively with students, parents and carers, and staff to support positive outcomes, ensuring that behavioural expectations, responses, and escalation processes are clearly documented and consistently applied.

Montessori Related Quotes and Perspective

"The more the capacity to concentrate is developed, the more often the profound tranquility in work is achieved, then the clearer will be the manifestation of discipline within the child."
(Maria Montessori, The Child in the Family, pg 38)

"In our system we obviously have a different concept of discipline. The discipline that we are looking for is active. We do not believe that one is disciplined only when he is artificially made as silent... Such a one is not disciplined but annihilated. We claim that an individual is disciplined when he is the master of himself and when he can, as a consequence, control himself when he must follow a rule of life." (Maria Montessori, The Discovery of the Child, pg 51)

PROCEDURE:

Definitions

Behaviour: In this policy, the term refers to demonstrations of respect for self and others; our own and other's work and belongings; living creatures; and our environment.

Behaviour Management: In this policy, this refers to the ways in which staff set limits for behaviour in order to ensure the safety and protection of children, others and the environment with the ultimate aim of self-regulation and discipline. Self-regulation is expected.

Parent: In this policy, the term does not include a person who is prohibited by a court order from having contact with the child.

Respect: In this policy, the term refers to an appreciation for the worth, qualities, point of view, personal physical space, body and property of self and others; and the worth and qualities of our surroundings.

Minor Behaviour: In this policy, the term refers to a behaviour or disruption that interferes with the orderly educational process within the school, e.g. interfering with the work of others, disturbing the concentration of others, or inappropriate social interaction with others.

Major Behaviour: In this policy, the term refers to recurring minor behaviours or behaviours which cause stress or harm to self or others, e.g. intentional distracting/disrupting, isolated teasing or peer pressure, minor defiance, or unintentional swearing.

Serious Behaviour: In this policy, the term refers to recurring major behaviours or covert or overt behaviour that results in property destruction, wilful defiance or injury to others either emotionally or physically, e.g. refusal to work, out of control hitting and kicking, bullying, wilfully damaging or stealing property, wilfully injuring another, seriously inappropriate social interaction with others.

MIC Strategic Intent, Values & Guiding Principles

Strategic Intent

Guided by our Montessori philosophy, we are a pre-K to 12 learning village that nurtures the whole child. Here, learners confidently celebrate their individuality and ignite their curiosity as they become advocates for positive cultural and environmental change in their world.

Montessori International College Values



COURAGE – Montessori practices are designed to encourage children to explore and learn independently. By allowing children to make choices and take risks in a safe and supportive

environment, they develop the courage to tackle challenges, problem-solve and to learn from their mistakes, fostering independence and self-confidence.

RESPECT – Mutual respect between adults and children, for the environment and for other's backgrounds and perspectives is deeply embedded in Montessori philosophy, which recognises each child's unique personality, pace of development, interests, language, and culture.

GENEROSITY – Through the foundational Montessori principles of grace and courtesy, cooperative learning, and caring for the environment, children are taught to work together with generosity and empathy, to value the world around them and their ability to contribute to it.

INTEGRITY – Montessori methods emphasise the development of integrity by promoting peace, honesty, responsibility, and a sense of accountability among students, creating a strong foundation for life-long ethical decision-making.

Our Guiding Principles



TRANSFORMATIVE TEAM – Our team finds fulfillment and meaning through their passion for fostering freedom and creativity, embracing individuality, and contributing meaningfully to the transformative journey of our students.

COLLABORATIVE COMMUNITY – Proud of our collaborative community where members find belonging, support, and connection through their unique contribution to the College, enhancing the educational experience for all involved.

STEADY STEWARDSHIP – Strong, transparent governance ensures the long-term well-being and growth of the MIC educational environment.

PURPOSEFUL PRESENCE – Caretaking the precious land of our College with a commitment to sustainable practices and the creation of a harmonious and purposeful learning environment that connects students to our natural world.

HOLISTIC LEARNING – Where learning transcends academics, encompassing holistic education that nurtures each student's unique abilities and encouraging the boundless pursuit of knowledge and self-discovery.

Montessori Philosophy

The Montessori philosophy of respect and love for self, others and the environment is central to fostering independence while delivering a self-directed education in the context of the whole child. Children are taught that mutual rights are essential to the cooperation that enables learning to take place and constructs the social environment of the Montessori International College.

Freedom of choice and movement within a well-defined set of guidelines are central to Montessori education. The concept that freedom carries responsibility is introduced to each child from their individual point of entry to the school. The goal is for students to intrinsically achieve and maintain a positive set of behaviour standards and self-discipline.

Policy

Montessori International College is committed to the five key elements of the Australian Student Wellbeing Framework. These are:

- 1) Leadership: Principals and school leaders play an active role in building a positive learning environment where the whole school community feels included connected, safe and respected;
- 2) Inclusion: All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive, respectful relationships;
- 3) Student Voice: Students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe;
- 4) Partnerships: Families and communities collaborate as partners with the school to support student learning, safety and wellbeing;
- 5) Support: School staff, students, and families share and cultivate an understanding of wellbeing and support for positive behaviour and how this supports effective teaching and learning.

Positive behaviour is a developmental process. The positive behaviour policy:

- supports self-esteem;
- is friendly with error and creates opportunities for self-correction;
- takes into account age, ability and understanding;
- is caring and expressed positively;
- guides, gives simple explanations and offers alternative, appropriate choices;
- is consistent; and
- is based on self-discipline and self-control.

Setting limits helps children to feel secure in their world. Overarching guidelines for behaviour:

- respect of self, others and the environment;
- freedom carries responsibilities;

- there are consequences to behaviour;
- consequences take into account the age and ability of the child;
- responses, communications, documentation and consequences are stepped (see Appendix C - Respecting our Values Procedure).

Grace and Courtesy

By following the principles of Grace and Courtesy, these Montessori International College Community expectations are upheld:

Students:

- understand that social interactions are at the heart of all human endeavours;
- know what is appropriate in a given situation and act accordingly;
- expect and receive respect from those around them;
- choose a variety of age-appropriate work;
- touch the adult gently on the arm to indicate a desire to communicate.

Staff:

- maintain strict expectations of appropriate behaviour and language;
- provide opportunities for learning hospitality, grace and courtesy;
- model and expect etiquette and manners;
- encourage a change of behaviour – this is not punishment.

Parents:

- use only the highest standards of respect and appropriate behaviours in front of children and in dealing with children;
- reinforce appropriate behaviours from children;
- monitor language use.

Rights and Responsibilities

Students have the:

- right to learn in an environment that is orderly, peaceful, safe and non-threatening;
- right to have a caring, well-prepared Guide/Teacher;
- right to be informed of guidelines and consequences;
- responsibility to learn the particular norms of their classroom and the playground;
- responsibility to play and work safely and to encourage others to play and work safely;
- responsibility to speak/address respectfully to and of others;
- responsibility to learn and help others to learn;
- responsibility to respect the environment.

Staff have the:

- right to teach in a climate that is free from disruptions, abuse or threat;
- right to ask and receive help and support from administrators and parents;
- right to have the role of guide/teacher/assistant respected;
- responsibility to treat others respectfully and to follow the policies and processes in use at the college;
- responsibility to act as a good role model for children and parents;

- responsibility to have reasonable expectations of each child's behaviour, appropriate to their age, social maturity, personality and any known diverse learning needs;
- responsibility to explain to parents the Montessori philosophy and the methods of behaviour management at the college;
- responsibility to raise issues of concern over children's behaviour with their relevant Inclusion/Learning Support Coordinator and parents, and to suggest specialist assessment where appropriate;
- responsibility to be familiar with the escalation process and aware of the order to contact people for assistance should help the student's behaviour be urgently required;
- responsibility to listen openly and neutrally to children and parents, and to protect the reputation of all children;
- responsibility to respect the environment.
- opportunity to receive adequate training related to behaviour and understanding the three levels of obedience.

Parents have the:

- right to be heard;
- right to be informed in regard to their children's behaviour;
- right to have the role of parent respected;
- responsibility to respect themselves;
- responsibility to treat others respectfully and to be aware of and follow the policies and procedures in use at the college;
- responsibility to learn about and support the expectations and particular rules of their child's classroom;
- responsibility to work with the Class Guide in partnership when their child has been identified as needing extra assistance;
- responsibility to inform the Class Guide of any issues of concern which may affect their child's behaviour at the college;
- responsibility to be familiar with Montessori philosophy and methods of behaviour management;
- responsibility to respect the environment.

Collectively, the adults at Montessori International College share the responsibility of preparing the child to recognise their unique responsibility as a human being, towards the environment and human society, so that they can take their place as an integrated, committed, respected, loving, and caring member of society.

How we promote and reinforce Positive Behaviour at MIC:

- Grace and Courtesy lessons – give the child the vocabulary, actions and steps required for them to build awareness of and responsiveness to those around them (conflict resolution);
- Montessori Peace educational program, which contains the children's study of peoples of the world, through to learning about the fundamental needs of humans. Emphasis is placed on the family of humankind and the interrelationship of all life. Montessori

children begin to realise that they are not separate from the rest of the world but are an integral part of creating a harmonious world;

- practical life curriculum develops the children's care of the person and their immediate environment;
- cooperation is a key component of Montessori philosophy. There is no focus on competition or focus on comparison by staff on students;
- regular whole school training of staff and routine staff development initiatives;
- adults interact, engage and respond to students by role modelling and enacting the acronym **KFC** - **K**ind, **F**irm, **C**onsistent;
- explicit teaching of positive behaviours embedded within the curriculum addressing positive relationships, conflict resolution, resilience, bystander action etc.;
- regularly recognising and acknowledging students who demonstrate appropriate behaviours that promote and restore encouraging positive relationships within each class by the Class Guide (including Specialist Teacher), Class Assistant, and other children;
- encouraging positive relationships within each class by the Class Guide (including Specialist Teachers), Class Assistant, and other children;
- open classrooms to attract and encourage parents' involvement and direct observation of classroom interactions;
- prompt and efficient supervision before school, at playtime and after school, by staff members;
- multi-age classrooms where pastoral interactions are the basis and are fundamental to students' relationships.

In relation to behaviour management, all staff must refer to and follow the Procedures set out in Appendix C – Respecting our Values Procedure.

Wellio

Wellio is a wellbeing platform designed to proactively engage adolescents in conversations and activities about respect, community, belonging, healthy relationships, emotions, and tools to support them on their journey through adolescence and into adulthood. Parents receive information about the topics each term, allowing conversations to extend into the home.

Peace Table Restorative Chat

Restorative chats are used to ensure relationships are restored after a disagreement or incident. The Guide acts as a facilitator for the discussion between the students and asks the following types of questions:

Restorative questions for students who have not acted in an appropriate way:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did? In what way?
- What do you need to do to make things right?

Restorative questions for students who have been harmed:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Appendices

- Appendix A – The Prepared Montessori Adult
- Appendix B - Freedom with Limits, Self-Discipline and Responsibility
- Appendix C - Zones of Regulation
- Appendix D – Respecting our Values Procedure
- Appendix E - Reporting an Incident in FACTS (for Staff)
- Appendix F - Student Behaviour Support Meeting

APPENDIX A

The prepared Montessori Adult

Three Levels of Preparation

- 1) Academic/Professional Preparation
- 2) Scientific Preparation
- 3) Spiritual Preparation

General Notes

The Montessori adult is:

- the guardian of the prepared environment;
- protector of concentration, preventing interruptions;
- protector of child's work;
- dynamic link between the child and the classroom/materials;
- enticer – inspirer.

Basic principles:

- Adult actions are limited to allow for maximum child activity;
- Any unnecessary help is a hindrance;
- To work on the periphery;
- We are in the service of the child;
- We are there to keep the child company on their journey;
- We are not there to correct the mistakes;
- We are not the supplier of information;
- Animated – but not overly distracting (including jewellery, clothing);
- Always handle material as if it were your first time.

Reading regarding the Prepared Adult:

- Spontaneous Activity in Education (Adv. Montessori Method);
- The Absorbent Mind Ch. 27-28;
- The Discovery of the Child, Ch. 10;
- Spontaneous Activity in Education, Ch. 4;
- Education for Human Development (Mario) Ch. 2-3;
- The Advanced Montessori Method Vol. 1, Ch. 6;
- Education for a New World, Ch. 13;
- The Child in the Family, Ch. 10-11;
- MM Her Life and Work (Standing) Ch. 18;

Three Levels of Preparation

- 1) Academic/Professional Preparation
 - build relationships with a smile, be flexible, relaxed and fun;
 - be courteous, genuine, caring, consistent and fair;
 - be self-aware, open-minded, honest and ethical;
 - communicate continuously, courteously and confidentially;
 - treat students with respect and expect respect in return;
 - encourage a sense of belonging by all students - keep them all involved;

- be a good listener, show an interest, be empathetic;
- establish a calm, quiet work environment with clear routines and expectations;
- be friendly with error, avoid embarrassing students, acknowledge the effort and not necessarily the outcome;
- know the students by name and know their skills and abilities;
- document effectively;
- share your expectations with students;
- be organised, efficient and prepared - start promptly;
- be curious, learn constantly.

2) Scientific Preparation

- Montessori training;
- preparation of the environment – understanding:
 - the design of the materials;
 - the use and aim of each material;
 - the layout of the room;
 - order in every space.
- knowledge and understanding of:
 - Montessori theory and philosophy;
 - child development;
 - Montessori 3 period lessons, scope and sequence;
 - consistency – teacher and students to same standards;
 - presentations – a gift to help their development, the right material at the right time;
 - importance of observation.
- use of the materials
 - purpose, prerequisites, parallels, progression, presentations;
 - awareness of interrelatedness of materials and curriculum;
 - points of interest for each material;
 - need for quantity of materials (too much/too little)
 - limited materials promotes patience and social interactions;
 - if and when to represent materials;
 - knowledge of the controls of error for each material;
 - material relationships to movement, SP or tendencies;
 - how to use analysed hand movements;
 - knowledge of the individual and the class activity.

3) Spiritual Preparation (Transformation of the Adult)

- respect – ourselves, the child;
- patience and trust in the development of the child;
- model – model behaviour, speech, grace and tranquillity;
- humility – 'when you're filled with wonder, when you have acquired this state of marvel, you are ready as a teacher';
- spirit - having a humble and respectful spirit is more important than having a good technique;

- virtues, not words, are the greatest asset.

Deep-rooted, transforming qualities:

- kindness, patience, humility;
- compassion, trust and thoughtfulness;
- faith in the child, honourability;
- strength of conviction, courage;
- confidence, sense of humour, vitality;
- harmony of body and mind;
- being approachable;
- staying young at heart.

APPENDIX B

Freedom with Limits Typical age of application: 0-3 but throughout life	
Key concept	Tips for adults/parents
<i>Limits are similar to rules and regulations, limits are rules that we set in order to keep child/ren safe.</i> • 0-3 children are so self-focused that they take what they want from the environment (they do not share as this is not developmentally appropriate). • We do not want freedom without limits or limits without freedom (there must be a BALANCE). • Glass wall analogy: can't always see them but they are there, some children love pushing the limits/glass walls, children are scientists who love cause and effect (if I push, what will happen?) • Freedom is not a point of departure; it is a destination (some are able to cope with more freedom than others). • Some children will need more reminders. Freedom and limits are important for children under three years of age, but it is also important to recognise that part of the balancing act is developing self-discipline. In the first three years, the child is obedient to the Horme. • In Greek mythology, Horme signifies the energetic impulse or spirit. In Montessori, Horme is the drive that compels the child to exert	• When we set rules we need to be consistent with them, and avoid changing and alternating limits (which is not always easy); and limits can change with age and development and maturity. • Adults need to be consistent, boring, monotonous, patient, repetitious. It is okay to say no: • Some families do not want their child to hear no • What a disservice to the child in not understanding limits and in particular the effect it has on their social development; we will support them to know what they should be doing (rather than say no) • Who wants to associate with people without limits?

themselves, come into contact with the environment, and learn. It is comparable to the willpower of the adult but quite distinct as it is innate, unconscious, and irresistible; anyone who has watched an infant try and fail, try and fail, try and fail to stand over and over again can attest to all of these

Freedom with Self-Discipline

Typical age of application: 3-6 but throughout life

Key concept	Tips for adults/parents
<i>We want the child to develop the capability to control themselves – self-discipline.</i> • Use of will to act intentionally: the ability to constrain or control yourself if necessary, to use your will so that you are acting intentionally. • The Prepared Environment (PE) provides opportunity for self-discipline and by age 5 or 6, the child can help you with understanding consequences as they build their own self-discipline. • 3-5 years: the child can consistently obey the limits of the community. • From 6 years and above: starting to develop self-discipline: more consistent with this through the development of their own self-discipline. Understanding consequences: • We want the child to understand the consequence from their choice, so we don't save them from the	Adults need to guide and support: • The child is not born with knowledge or what is or isn't safe or acceptable so as the guide we collaborate with that child to support their understanding. • We can help with obedience by empowering them through choices from a young age. Sometimes there are no choices for the child: • We can't always give the child choices, we are the adults and sometimes there are no choices for them to consider e.g. food choices. Role modelling is important: • Role modelling is crucial as children are consistently absorbing what we say and do. No rewards or punishments: • Offering rewards is a big obstacle to the child developing self-discipline.

consequence – natural consequence (e.g. water filled too high, spilled and needed to be cleaned up by an individual). Two types of consequences: • Natural – linked to action (e.g. water spill example above) • Imposed – consequence doesn't have a relationship with the action (e.g. no hat, no play), imposed due to safety (limit set by adult) The importance of making choices: • An example of a freedom that may be too much would be asking a six-year-old to determine whether they are ready to transition to the next cycle (in this case the decision sits not with the child but the trained Montessori professionals and adults)	• External treats and threats control the child and this makes it very difficult/impossible for the child to control themselves. Observe: • Our role as the adult is to observe, recognise the value in these limits, to know they are there for a reason, to uphold the limits, to say what we mean and mean what we say. Avoid rescuing: • Step back from rescuing children from the choices they make (let them make wrong developmentally appropriate mistakes to allow learning from the experience to occur).
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Freedom with Responsibility Typical age of application: 6 and older	
Key concept	Tips for adults/parents
Freedom is connected to self-discipline and social development: • The idea of giving freedom to children is one of the easiest things to talk about but one of the hardest things to implement • Historically, freedom in a traditional classroom setting was not given at all or in minimal capacity (at home as well). We often define freedom as the power or right to act as you wish	• Adults need to ask, can the child handle the freedom offered? If not, do not give the freedom. • We need to give the required amount of freedom to help the child with their development at this particular time, in their particular environment. • Setting up systems and procedures to support freedoms. • Systems are important to set up and establish to ensure that freedom is balanced with the

• BUT it always has to be within the confines and serve a purpose of/in your community. Consequences: If someone is serving consequences of our freedom then we can no longer be free to act in this way as it is affecting the community. The importance of making choices: • For adolescents and risk taking, making choices are really important and children need to be able to have experience making choices before they are adolescents (this will help them to make the right choice when they need to make these in the third plane). Freedom is always balanced with limits and responsibilities: • How do we balance human potential we want to support and the particular freedom in a particular situation? • Freedoms are always counter-balanced by something that is a responsibility. • Freedom doesn't mean the child just does what they want, whenever we feel like it. • Freedom within a Montessori prepared environment already has a factor of responsibility.	responsibility of having that freedom – guidelines should be set and not solely by the teacher but by the children as well (buy in and ownership): for without systems, how do we ensure accountability? • When offering freedom, we should be thinking about supporting children with procedures that help them with the freedom (this also ensures accountability) Freedoms in the second plane (6-12): • Children can study any topic they are interested in. • Children can work in groups. • Children can communicate in class. Tools for Freedom with Responsibility: • State curriculum document. • Work journal/diary. • Student conference. • Care of the environment. • Going out.
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APPENDIX C

Zones of Regulation

The shared language throughout different classes and specialists means students have the same expectations and a united front to help them reflect an understanding of the values of individual rights and responsibilities.

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, or bored.

APPENDIX D

Respecting Our Values

Respecting Our Values		
Level 1 - Class Guides, Specialist Teachers, Relief and Duty Teachers, and Class Assistants		
Students Rights and Responsibilities	Actions	Support Strategies
To Feel Respected • Respect yourself • Respect the rights of others • Respect personal and school property • Respect the environment To Feel Safe • Practice grace and courtesy towards yourself and others • Move in a safe and caring manner • Cooperate and listen when asked To Learn • Always do your best • Support yourself and others to focus and learn • Use your hands for helping not hindering	• Listening to the thoughts, feelings and ideas of others • Owning your actions • Placing rubbish in the bins, and putting equipment away • Waiting and taking turns • Speaking and listening to others with courtesy • Walk when inside • Always tell the truth • Complete your work/activity to the best of your ability • Uphold the rights of others to learn • Accept and value the ideas, interests and understandings of others	Instructional: • Build trust with student/s • Co construct classroom rules and values linked to students right and responsibilities • Explicitly teach clear and consistent expectation • Regular community meetings • Regular wellbeing check ins • Weekly whole class instruction using Grow Your Mind or Wellio resources • Re enforce and acknowledge positive behaviours • Use of social stories/narratives to guide positive behaviour Environmental: • Prepared environment with visual display of classroom rules and values

		• Movement or relaxation breaks • Quiet or special interest activities • Seating eg. close proximity to Guide or a supportive peer
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Level 2 - Class Guides, Specialist Teachers, Duty and Relief Teachers, and Advisors (Assistants to report to Class Guide)		
Actions	Minor Behaviours	Support Strategies
1. Identify the issue and the challenging behaviour. Be curious about the behaviour - What is the student communicating with their behaviour? 2. Consider the appropriate response 3. Communicate with student/s, respectfully to uphold self-esteem. 4. Document behaviour and support strategies in daily planning (this will provide evidence if behaviours are repeated and all relevant support strategies have been exhausted) 5. Monitor and have a follow-up conversation with student/s 6. If behaviour continues to escalate to Level 3 response.	• Calling out when others are speaking • Not settling for the work cycle • Disrespecting others - stopping others from learning • Avoiding responsibilities • Not following instructions • Misusing Technology and/or equipment • Answering back, being rude and uncooperative • Exiting the classroom without following the notification/duty of care process • Disruptive, antisocial or rough play in the classrooms or playground • Playing out of bounds • Lying, gossiping, teasing and using peer pressure • Unwanted physical contact	Instructional: • Acknowledge the behaviour and support the student/s to apologise • Facilitate a Peace Table Restorative Chat (see script in Policy) • Small group explicit teaching of strategies e.g. breathing, walking away, asking for help • Walk and talk alongside the Duty Teacher Environmental: • Restriction/removal of freedoms for a short time (Morning or afternoon work cycle or full day) • Classroom: time-out in a separate area of the classroom, an external area, or a buddy classroom. • Playground: time-out in an area supervised

		by the on-duty First Aid Officer (balcony)
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Level 3 - Coordinators, Heads of Children's House/Primary, Assistant Principal		
Actions	Major Behaviours	Support Strategies
1. Identify the issue and the challenging behaviour. Be curious about the behaviour - What is the student communicating with their behaviour? 2. Consider the appropriate response. 3. Communicate with student/s respectfully to uphold self-esteem 4. Document behaviour/s in FACTS. 5. Review your record of behaviours and strategies with the relevant Heads of Children's House/Primary, or Assistant Principal. 6. Email and possibly meet with family. 7. Communicate support strategies with ALL relevant staff. 8. Consider implementing a behaviour support plan, a risk management plan with regular monitoring and review points.	• The above behaviours are repeated multiple times over an extended period • Swearing • Damaging property • Stealing • Using threatening language and physical aggression • Bullying and harassing community members • Compromising the safety of oneself and others Please Note: An Incident Report is required to be entered into FACTS	Instructional: • Collaborate with Coordinators, Heads of Children's House/Primary, or Assistant Principal on individual strategies of support • Close supervision • Consultation/referral to school counsellors • Family notification with the nature of the behaviour and next step information Environmental: • Time-out in the office or alongside Coordinators, Heads of Children's House/Primary, or Assistant Principal • Family pickup • Exclusion from play/sport/specialist lesson until the risk has been assessed and an action plan established (last resort).



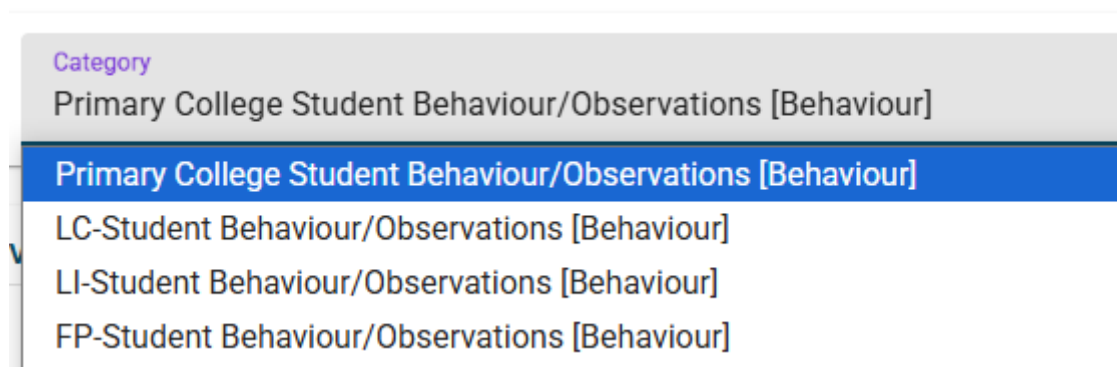
Level 4 - Principal		
Actions	Serious Behaviours	Support Strategies
1. Log the incident in FACTS by the involved staff. 2. Notify the Principal. 3. Principal to share relevant information with staff.	• Physical or Verbal Aggression to community members • Physical harm to others • Repeated non-compliance with all of the above	• Principal notification for next steps • Daily check in with the Principal • Exclusion from the community until the risk has been assessed and an action plan established (last resort).

Those behaviours which may be considered beyond Serious Behaviours including (but not limited to) multiple serious behaviours, severe mental, emotional or physical aggression or violence will be handled directly by the Principal and may result in suspension or expulsion.

APPENDIX E

Reporting a Behavioural Incident in FACTS (for staff)

1. Student Information > look up the student > click into the WELLBEING NOTES (down the bottom of the left hand side). Staff will only see their own past submissions
2. To enter notes, click into the green MANAGE NOTES button. Choose the *Category* depending on the age range of the child.



This will cause a workflow whereby an email of your submission will be sent to yourself, as the reporting person, and other relevant staff. This can be seen to the right of the screen in the *Actions/Events*.

3. A date MUST be entered in order for the workflow to operate.
4. The reporting staff member will be the person who is signed into FACTS. This will be autofilled.
5. Complete the fields from options in the dropdown menus according to the matter you are reporting on. Please note, *Duration* refers to the length of time of the incident.
6. Give details of the circumstances of the incident in the Comment field. A file can be added if necessary by clicking on the *Choose File* button at the bottom left of the comment field.
9. Hit Save (bottom right of screen).

APPENDIX F

Student Behaviour Support Meeting

Student	
Date	
Initiated by	
Time	
Location	
Present	
Purpose of meeting	
Record of behaviours	
Summary of discussion	

Recommendations:

- Daily check-ins with behaviour reminders with an offer of an alternative environment
- Sessions with school counsellors
- Shadowing leadership staff
- Family contact for support and/or pickup

Actions moving forward:

What	Who	When
1.		
2.		

Date: