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## BEHAVIOUR MANAGEMENT

The purpose of this Behaviour Management Policy is to establish a positive, respectful, and consistent approach to guiding student behaviour within the Montessori learning environment. The policy aims to foster self-discipline, independence, and mutual respect, in keeping with Montessori principles and the rights and responsibilities outlined in Western Australian education standards.

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## APPROVAL

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## 1. RATIONALE

1. A well-defined Behaviour Management Policy is essential to maintaining a safe, respectful, and harmonious school environment that supports the holistic development of every child.

In a Montessori setting, behaviour guidance is viewed as an educational process rather than a system of rewards and punishments. It focuses on helping children understand the consequences of their actions, make responsible choices, and develop self-discipline and intrinsic motivation. By promoting positive relationships, restorative practices, and respect for individual differences, the school fosters a culture where students learn to care for themselves, others, and their environment—building the foundation for lifelong social and emotional wellbeing.

## 2. DEFINITIONS

TERM	DEFINITION
<b>Behaviour</b>	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.
<b>Behaviour support</b>	The educational support a student receives from the School in order to learn and maintain identified positive behaviour.
<b>Restorative Practice</b>	An approach that seeks to repair relationships and rebuild trust after conflict or behavioural incidents, encouraging accountability, empathy, and mutual understanding.
<b>Child abuse</b>	Four forms of child abuse are covered by WA law and are defined by the Department of Communities: physical, sexual, emotional, and neglect.
<b>Corporal punishment</b>	Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.
<b>Degrading punishment</b>	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.
<b>Bullying</b>	Repeated verbal, physical, social, or online behaviour by one or more individuals that causes physical or emotional harm to another person.
<b>Duty of Care</b>	The legal and ethical responsibility of staff to take reasonable steps to ensure the safety and wellbeing of students while under their supervision.
<b>Incident</b>	Any event where a student's behaviour compromises safety, breaches the school's behaviour expectations, or requires staff intervention.
<b>Consequence</b>	A logical or natural outcome resulting from a student's behaviour, used to help students understand responsibility and learn from their actions rather than to punish.
<b>Individual Behaviour Support Plan</b>	A document outlining tailored strategies and supports for students who require additional assistance to manage their behaviour effectively.

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### 3. SCOPE

3. This Behaviour Management Policy applies to all members of the school community, including students, staff, parents, carers, contractors, and volunteers involved in school activities, whether on or off school premises.
- It encompasses all aspects of student behaviour and wellbeing during school hours, at school-sanctioned events, excursions, camps, and online interactions connected to the school.

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### 4. POLICY STATEMENT

#### 4.1 At Perth Montessori we:

- 4.1.1 Explicitly forbid the use of any form of child abuse, corporal punishment or other degrading punishment,

- 4.1.2 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,
- 4.1.3 Educate students, parents and carers on the Montessori approach to behaviour management that promotes self-discipline without the need for external rewards or punishments,
- 4.1.4 Use strategies to promote positive behaviours by students,
- 4.1.5 Create a positive environment within the school and classroom,
- 4.1.6 Create a caring school environment where the rights and responsibilities of the individual are recognised and respected,
- 4.1.7 Establish boundaries that protect the rights of all individuals,
- 4.1.8 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.
- 4.1.9 Monitor unacceptable behaviours,
- 4.1.10 Document unacceptable behaviours using agreed tools and practices outlined in the School's Behaviour Management Procedure,
- 4.1.11 Respond appropriately to unacceptable behaviours in accordance with the Staff and Student Codes of Conduct,
- 4.1.12 Inform parents and carers when needed of the student's unacceptable behaviour,
- 4.1.13 In consultation with the parents, create an Individual Behaviour Support Plan for any student who is unable to abide by the school rules for an extended period of time.
- 4.1.14 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,
- 4.1.15 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
- 4.1.16 Ensure that the overall safety and need for a safe and supportive environment is prioritised when deciding on how to manage student misbehaviour.

## 5. REVISION HISTORY

#	Date	Owner	Change
v1.0	28/03/2012		Original policy
v2.0	July 2012		Reformatted Updated Responsibilities
v.2.1	Term 2 2015	Business Manager	Reformatted, removal of procedures
v2.2	Term 2 2017	Business Manager	Addition of DES requirements
v3.0	August 2023	Sally Alderton	Review of policy in line with Standards and school strategic direction.
V4.0	15/10/2025	Principal	Formatting previous policy in line with new template. Drafted by Adin Livnjak