



CHRYSALIS STUDENT BEHAVIOUR SUPPORT POLICY

BEHAVIOUR SUPPORT POLICY V2

2023

RATIONALE

"The teacher's task is to first to nourish and assist, to watch, encourage, guide and induce rather than interfere, prescribe or restrict".

Maria Montessori

Chrysalis Montessori School's Behavior Support Policy is rooted in our core school values and guided by the understanding that discipline within a Montessori approach necessitates a careful equilibrium between freedom and structure. This approach fundamentally emphasizes the importance of respecting the child as an individual. The policy aims to foster a supportive and inclusive learning environment that not only prioritizes school safety but also enhances students' physical, social, academic, and emotional well-being.

The policy focuses on proactive measures such as promoting clear expectations, teaching conflict resolution skills, and fostering a sense of belonging and mutual respect.

PRINCIPLES

Chrysalis Montessori School strictly prohibits any form of child abuse, corporal punishment, or degrading punishment. Such practices are strictly forbidden within the school community, ensuring the physical and emotional well-being of students.

At Chrysalis we believe:

- All children have the right to feel safe at school
- All children, staff and parents in the school have the right to enjoy an environment free from all forms of harassment and bullying, including racial, religious, physical, sexual and emotional.
- With these rights come corresponding responsibilities of care and respect for others
- Chrysalis School has a responsibility to assist children to learn to manage, problem-solve minor disagreements, and regulate their own behaviour.
- Each child has a unique potential, and our task is to create an environment to assist his/her development
- Behaviour support is a holistic approach that takes into account the well-being and development needs of each student, promoting their growth

IMPLEMENTATION

The Behavior Support Policy at Chrysalis Montessori School strives to create a supportive and nurturing environment that promotes positive behavior, personal growth, and the overall well-being of students. It encompasses a comprehensive range of positive and preventative strategies for managing student behavior, as well as the appropriate use of consequences when necessary.

The policy aims to achieve the following objectives:

1. **Whole School Approach:** The Behaviour Support Policy is implemented consistently throughout the entire school community, ensuring a unified approach to behaviour management.
2. **Development of Character Strengths:** The policy aims to assist students in utilizing and developing their character strengths, reinforcing positive behaviour and promoting personal growth.
3. **Self-Discipline and Self-Regulation:** The policy encourages the development of self-discipline and self-regulation skills in students, empowering them to take responsibility for their actions and make informed choices.
4. **Preventative Nature:** The policy adopts a proactive stance, focusing on preventative measures to address potential behavioural issues before they escalate.
5. **Age Appropriateness:** The strategies and interventions outlined in the policy are tailored to be age-appropriate, taking into consideration the developmental stages and needs of the students.
6. **Promotion of Pro-Social Behaviour:** The policy actively promotes and nurtures pro-social behaviour, fostering a positive and respectful school community.
7. **Early Intervention:** The policy emphasizes early intervention, addressing behavioural concerns promptly and providing appropriate support and guidance to students.
8. **Meeting Student Needs:** The policy recognizes that challenging behaviour often stems from unmet needs and seeks to identify alternative, appropriate methods to address those needs effectively.
9. **Effective Communication:** The policy ensures that this behaviour support framework is effectively communicated to all staff, students, and members of the school community, fostering a shared understanding and commitment to its implementation.

School-Level Health and Wellbeing Programs

The policy advocates for the use of appropriate learning programs that encourage cooperation and active engagement among students, creating a positive and collaborative learning environment. (see Chrysalis Health and Wellbeing Curriculum)

Class Programs include:

- Grace and Courtesy lessons
- Class Meetings – spontaneous and planned
- The Practical life curriculum - to develop the children's care of the person and their immediate environment
- Montessori Peace educational program
- Teaching and learning of expected behaviours in Classroom Agreements or 'Rights and Responsibilities' co-designed by class teachers and students
- Teaching of Positive Education concepts through the Chrysalis Wellbeing Curriculum
- Montessori Cosmic Curriculum - Montessori children begin to realise that they are an integral part of creating a harmonious world
- Explicit teaching of positive behaviours using research-based Social Emotional programs addressing positive relationships, conflict resolution, resilience, bystander action etc
- Adjusting classroom programs to meet students' needs where appropriate
- Co-regulating with students to assist them in their development towards self-regulation and independence
- Supporting all children in our care by helping them to feel secure, make friends and to develop positive dispositions to learning.
- Developing toolbox of de-escalation activities
- Giving positive feedback to students who demonstrate appropriate behaviours that promote and restore encouraging positive relationships
- Use of D.E.V.A strategy (attached) to teach conflict resolution – giving students the vocabulary, actions and steps required for them to build awareness of and responsiveness to those around them
- Prompt and effective supervision before school, playtimes, during lunch and after school interactions, where applicable

Behaviour Interventions (*see the following page*)

The table below provides a model of support for all students, consisting of 3 levels of intervention. The levels do not represent students (language should never be used to describe a student as a "red zone" student)

Behaviour Intervention Guidelines

Definition	Level 1 Minor Misbehaviour	Level 2 Persistent Minor Problem	Level 3 Major Problem
Explanation	Behaviour or disruption that interferes with the orderly educational process within the school	Persistent disruptions of expected behaviours that interfere with learning of self and others	Persistent challenging behaviours that endanger self and others, recurring major misbehaviours that result in property destruction, willful defiance or injury to others either emotionally or physically
Examples	Interfering with the work of others Inappropriate social interaction with others	Intentional distracting/disrupting, isolated teasing or peer pressure, minor defiance, unintentional swearing.	Refusal to work, out of control hitting and kicking, bullying, willfully damaging or stealing property, willfully injuring another, seriously inappropriate social interaction with others.
Intervention	<u>UNIVERSAL</u> Universal instruction (outlined above) Redirection Sensory Breaks Brain/Movement Breaks <i>Just right work</i> Gluing -teacher keeps the student close to give the child time to refocus and observe others working.	<u>TARGETED</u> Specialized programs targeted at students with specific behavioral issues. Vary new or challenging tasks with more familiar tasks Build in movement/ brain breaks Divide tasks into manageable chunks Provide controlled choices Gluing	<u>Intensive</u> Develop Individual Behaviour Plan Include scheduled follow up meetings with the parent/carer and student. Keep accurate records to monitor the progress of behaviour and any interventions. If the behaviour incident(s) are deemed to be bullying, then those strategies will also be employed Suspensions from school are reserved for extreme cases of violence or property damage.
Additional Notes	School programs: <ul style="list-style-type: none"> • Health and Wellbeing Curriculum • Kimochis • Zones of self-regulation • P.A.T.H.S. 	Refer to Deputy or Principal Using data such as anecdotal notes, the teacher and other team members may identify students who need additional practice with specific skills. Parents are informed of the misbehaviour and outcome Keep records of recurring behaviour	Parents/carers will be informed, and a meeting will be arranged with the Principal and the relevant staff member. A referral to an outside specialist may be discussed with the parent/carer. Regular monitoring and follow up meetings with parents, teacher, and Specialists where relevant

EXTERNAL SUPPORT AND POSSIBLE REFERRALS

- The Non-Government School Psychology Service
- Other specialists, such as an OT, a Behavioural Optometrist or Speech Therapist

Related Documents:

- Chrysalis Child Safe Framework
- Playground Supervision Policy
- Child protection Policy
- Chrysalis Student Code of Conduct
- Anti-Bullying Policy
- Duty of Care

Approved by Mark Panaia, Principal 1st March 2023

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Owner	Principal
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To be reviewed	March 2026