



Reviewer	Last Approval Date
May 2023	2025

## Behaviour Support Policy

### **Behaviour Support Rationale:**

Margaret River Montessori School aims to provide for the rights of all students and support children to carry out their responsibilities as outlined in our school's Codes of Conduct and in this Policy. The School aims to create a safe and supportive teaching and learning community that promotes student wellbeing and values diversity.

In all cases of managing students' behavioural difficulties we employ the restorative justice model which aims to allow the students to reflect on their actions, make better choices next time and make amends for their behaviour.

We maintain a consistent and unconditional duty to provide care and attention to every one of our students. We follow the Disability Standards in Education and the Disability Discrimination Act in support of students with learning, mental health, medical, developmental and neurological differences. With this in mind and with the knowledge that all students are unique individuals and bring their own backgrounds with them to school, we do not pass judgements on students for their misguided behaviours, but work with them to always be the best person they can be.

Margaret River Montessori School explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment. Please see below for a description of these terms.

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

1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver.
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:
  - (a) the child is the subject of 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.
3. Emotional abuse occurs when an adult harms a child's development by repeatedly treating and speaking to a child in ways that damage the child's ability to feel and express their feelings. It also includes:
  - (a) psychological abuse - treating and speaking to a child in ways that damage the child's perceptions, memory, self-esteem, moral development and intelligence; and
  - (b) being exposed to an act of family and domestic violence.
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.

**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)]. 2022/05005 51 6 September 2022.

Margaret River Montessori School does not permit corporal punishment and other degrading punishments of students, or child abuse as a punishment or behaviour management tool. "This does not include, however, the application of force only to prevent personal injury to, or damage to or the destruction of property of any person (including the student)". {Education Reform Amendment Act (School Discipline), 1995}

**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)].

## More Definitions

**Definition of Bullying:** The national definition of bullying for Australian schools says <https://bullyingnoway.gov.au/WhatsBullying/DefinitionOfBullying>:

Bullying is an **ongoing** and **deliberate misuse of power** in relationships through **repeated verbal, physical and/or social behaviour** that intends to cause physical, social and/or psychological harm. It can involve an **individual or a group** misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen **in person or online**, via various digital platforms and devices and it can be **obvious** (overt) or **hidden** (covert).

Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying of any form or for any reason can have **immediate, medium and long-term effects** on those involved, including **bystanders**.

Bullying behaviours:

- Are aggressive, unkind or mean behaviours
- Are repeated behaviours (it must happen multiple times, in an ongoing way to be defined as bullying)
- Happen on purpose
- Must have a power imbalance – which means that people bullying and the people being bullied aren't seen as being 'equal', e.g. older, bigger people picking on smaller, younger people, or 'popular' people targeting someone who they see as being 'unpopular', or who is struggling to make friends.

Sometimes, people get confused about what is and isn't bullying. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

People can think that someone saying something they don't like is bullying – but it's not. Bullying is different from conflict or unkindness.

Bullying is mean, but being mean doesn't always mean bullying.

Bullying is not the same as:

- Being rude – saying or doing something hurtful that wasn't planned or meant to hurt someone, e.g. someone pushing in front of you in the canteen line
- Being mean – doing something hurtful or spiteful, including acts of rejection or not liking someone, on purpose once or twice, e.g. a friend refusing to play with you one day
- Conflict – having a disagreement with a friend, e.g. two friends getting into an argument and saying mean things to each other
- Respectful feedback on behaviours you're doing that aren't ok, e.g. "It's not ok roll your eyes every time they talk about sport."
- A friend putting in a 'boundary' e.g. "I don't like it when you keep telling me what to do."
- Natural consequences in socialising, e.g. a friend not trusting you because you shared their secret
- Mutual arguments and disagreements (where there is no power imbalance)

However, these conflicts still need to be addressed and resolved.

Some other serious types of behaviours, like violence [discrimination](#), [harassment and abuse](#), can overlap with bullying and are actually against the law.

**Definition of Harassment:** Harassment is behaviour that targets an individual or group for an impermissible reason: identity, race, culture or ethnic origin, religion, physical characteristics, gender, sexual orientation, marital, parenting or economic status, age, ability or disability. Harassment offends, intimidates or creates a hostile environment but need not be an ongoing pattern or repeated behaviour. Harassment can be unintentional.

**Definition of Violence:** Violence is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases death. It may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

**Definition of Abuse:** Any intentional action that harms or injures another person. In other words, someone who purposely harms another person is guilty of abuse.

**Definition of Discrimination:** Discrimination occurs when people are treated less favourably than others because of their: • identity, race, culture or ethnic origin • religion • physical characteristics • gender • sexual orientation • marital, parenting or economic status • age • ability or disability.

### Our School Code of Conduct:

Our School’s Code is reiterated collaboratively with the students at the beginning of every year and revisited at the beginning of each term, as well as, when needed. It is to be displayed for students to see in each classroom. Visual images should be used to support students’ understanding of the Code where appropriate.

At Margaret River Montessori School, we are committed to providing **all people** (students and adults) with safe and supportive environments which foster care, courtesy and respect for the rights of others. The Code of Conduct is a guide to ensure that this is provided for **every person** (students and adults) in our school community. The Code is based on the rights and responsibilities of each person in our school.

Rights	Responsibilities	It is essential that these rights and responsibilities apply for the following reasons:
<p><b>The right to feel respected</b>  <b>The right to learn</b>  <b>The right to feel safe</b></p>	<p>Respect the rights of others                      Let others learn/work                      Be prepared                      Respect personal and school property                      Act in a safe and caring manner</p>	<p>1. To promote safety and wellbeing for all school members whilst travelling to and from, and during school times.                      2. To promote courtesy, co-operation and consideration.                      3. To assist in promoting pride in both the school and personal achievement.                      4. To ensure that the rights and possessions of self, others and environment are respected.</p>

Code of Conduct	Looks Like...
<p>1. <b>Respect yourself, others and the environment.</b></p>	<p><i>Listening to the thoughts, feelings and ideas of others. Expressing your own ideas and feelings appropriately. Taking turns. Looking after the environment.</i></p>
<p>2. <b>Develop positive and respectful relationships and think about the effect on relationships before acting.</b></p>	<p><i>Following the “Golden Rule” (Always treat others how you yourself would like to be treated.) Stop, think and do. Use your T.H.I.N.K. strategy (is it true, helpful, inspiring, necessary or kind?). Bring a positive attitude to all you do. Be an upstander not a bystander.</i></p>
<p>3. <b>Value the interests, ability and culture of others.</b></p>	<p><i>Listening to others, accepting their circumstances, ideas, ways of thinking and feeling, families and interests maybe different from your own.</i></p>
<p>4. <b>Practise grace and courtesy at all times.</b></p>	<p><i>Waiting and taking turns, speaking and listening to others with courtesy, waiting ones turn to speak or move, using manners in all</i></p>

	<i>interactions. Walking inside. Putting into practice the grace and courtesy lessons.</i>
5. <b>Be honest.</b>	<i>Always telling the truth.</i>
6. <b>Use appropriate language in all interactions with all peers and adults.</b>	<i>Not using swear words or manipulative language for personal gain or motives.</i>
7. <b>Use appropriate voice indoors and outdoors.</b>	<i>Using quiet voices indoors. Going up to someone to speak to them so as not to disturb others.</i>
8. <b>Demonstrate self-control.</b>	<i>Using hands for helping only. Taking deep breaths. Following the Stop, Think and Do principle. Control your body.</i>
9. <b>Take personal responsibility for behaviour.</b>	<i>Owning up to your actions both appropriate and inappropriate.</i>
10. <b>Keep the environment clean and orderly, both indoors and outdoors.</b>	<i>Placing rubbish in the bin, putting equipment away in the appropriate places and with care.</i>
11. <b>Maintain purpose and engagement in your work/activity.</b>	<i>Completing your work/activity to the best of your ability without disturbing others.</i>
12. <b>Follow safety rules in both work and play; avoiding and helping others to avoid dangerous behaviour.</b>	<i>Follow the safety rules ensuring all equipment is used for its purpose with care. Look out for your friends and others showing and telling them how to be safe in the environment.</i>

## Explicit Behaviour Guidance Instruction/Curriculum

The following resources and programmes are in use at MRMS. Regular staff training occurs at both staff meetings and on staff development days.

### Montessori Resources:

- *Children Who are Not Yet Peaceful* by Donna Bryant Goertz  
[http://www.amazon.com/Donna-Bryant-Goertz/e/B001K8ALAA/ref=dp\\_byline\\_cont\\_book\\_1](http://www.amazon.com/Donna-Bryant-Goertz/e/B001K8ALAA/ref=dp_byline_cont_book_1)
- *Montessori Class Management* by Franco Albanese

**Bullying No Way Website:** Definitions and resources for students and parents.

<https://bullyingnoway.gov.au/Pages/default.aspx>

**Kids Helpline Website:** <https://kidshelpline.com.au/teens/issues/bullying>

**Highway Heroes Program** – A social and emotional learning program mainly used in Middle Primary.

**Traffic Lights:** Class Teachers may like to utilise a traffic light poster to teach this method.

- Stop – Remove the child from the situation and teach children to do this for themselves.
- Breathe/Think - Teach children to take 5 deep breaths and think about what has happened.
- Move on - This is also an opportunity to teach children to think about how to bounce back, make amends and move on.

**T.H.I.N.K Strategy** – For us within interactions both verbal and online. Think before you speak/write – Is it true? Is it helpful? Is it inspiring? Is it necessary? Is it kind?

**Various Class Resources** – visual aids, STOP and think card, visual reminder cards, Behaviour Dial, etc.

**Circle of Security** – This methodology focuses on helping care-givers to:

- Understand children’s emotional world by learning to read emotional needs
- Support children’s ability to successfully manage emotions
- Enhance the development of children’s self esteem
- Honor the innate wisdom and desire for children to feel secure

We talk about adults being ‘big and strong and kind and wise’ all at the same time.

**Virtues Programme:** All classes should be discussing and referring to the Virtue of the Month, selected each month and advertised in the newsletter. Further information on each Virtue is available in the Virtues Program book in the parent library in the office.

**Zones of Regulation:** The [Zones of Regulation](#) is a systematic, cognitive-behavioral approach and set of resources used to teach us how to regulate our feelings, energy and sensory needs in order to meet the demands of the situation around us and be successful socially.

**Non-Violent Communication:** With [Nonviolent Communication \(NVC\)](#) we learn to hear our own deeper needs and those of others. Through its emphasis on deep listening—to ourselves as well as others—NVC helps us discover the depth of our own compassion. This language reveals the awareness that all human beings are only trying to honour universal values and needs, every minute, every day. NVC can be seen as both a spiritual practice that helps us see our common humanity, using our power in a way that honours everyone's needs, and a concrete set of skills which help us create life-serving families and communities. Our staff undertake training in NVC through [Cultivating Connection](#).

## Principles/Practices

The following are principles and practices that we collectively employ at MRMS.

**Restorative Justice Method** – A simple 5 step process modelled to all students involved in an incident with the view to them using it themselves. Involves 5 questions:

- 1) What happened?
- 2) How did I feel (and how do I know)?
- 3) How did the other person feel (and how do I know)? You can ask them with permission.
- 4) What can I do to make amends?
- 5) What can I do differently next time?

**Traffic Lights:** Class Teachers may like to utilise a traffic light poster to teach this method.

- Stop – Remove the child from the situation and teach children to do this for themselves.
- Breathe/Think - Teach children to take 5 deep breaths and think about what has happened.
- Move on - This is also an opportunity to teach children to think about how to bounce back, make amends and move on.

**T.H.I.N.K Strategy** – For us within interactions both verbal and online. Think before you speak/write – Is it true? Is it helpful? Is it inspiring? Is it necessary? Is it kind?

**Circle of Friends:** This can be done as a whole class or in a small group. It is a positive communication and conflict resolution strategy through which children have a voice.

**Apologies:** We do not force children to apologise but focus on making amends.

- We ask children how they think they can make amends and give suggestions then allow them to choose what they feel they'd like to do – provide a tissue, ask if they are OK, ask how they can help, get an ice pack, monitor them, etc.
- Saying sorry is one option we also offer but not require.
- When a child wants to apologise we ask the other child (separately) if they would like to hear the apology.
- They may not feel ready and we do not force this.
- We also do not require the other child to say "it's OK" as it usually not. But we model accepting an apology.

**Top Down Vs Bottom Up Behaviour** – Top Down Behaviour is when thought is involved and the pre-frontal cortex has been accessed (big brain). Bottom Up or Body Up Behaviour is impulsive and completely small brain or amygdala driven. See [Dan Siegel's Flip the Lid theory](#).

**Individual Behaviour Guidance Documented Plans:** In the case of behaviour difficulties or diagnosed disabilities it may be deemed appropriate for a child to be on an IEP or IBGP. These are written in consultation with parents and appropriate outside professionals.

**Staff Meetings** – Students on our Radar are attended to at every staff meeting and followed up.

## MRMS Behaviour Management Plan

For all instances when the Principal is involved, if the Principal is not available the Deputy will attend and follow up. If the Deputy is not available then the Teacher in Charge will attend and follow up.

### Minor and Medium Behaviour in Classroom or Recreation Time

Minor Behaviour Concerns	Medium Behaviour Concerns
Behaviour or disruption that interferes with the orderly educational process of the work cycle or the appropriateness of play.	
Examples include but are not limited to: <ul style="list-style-type: none"> <li>- Interfering with the work of others,</li> <li>- Disturbing the concentration of others</li> <li>- Inappropriate social interactions.</li> <li>- Unnecessary refusals</li> <li>- Minor unkind behaviour</li> <li>- Behaviours that may be considered normal for the age of the child involved (e.g. young child throwing sand) but needs to be attended to.</li> </ul>	Examples include but are not limited to: <ul style="list-style-type: none"> <li>- Persistent refusal to work</li> <li>- Persistent refusal to move to another lesson/area</li> <li>- Minor damage to school or other students' property</li> <li>- Deliberately unkind social interactions</li> <li>- Deliberately disruptive behaviours</li> <li>- Minor damage to school or other students' property</li> <li>- Deliberate refusal to abide by play time rules (e.g. taking turns) when the rules have been explained clearly.</li> </ul>

### Strategies/Logical Consequences

(Class Teachers must come up with their own methods, consequences and visual aids that fit this sequence).

For Minor use all 5 steps.

For Medium can progress straight to 2 or 3 or as needed:

1. Class/Spec Teacher - Verbal re-direction towards work/play which will engage the child's interest. Discussion with the child about what he/she thinks might be a solution to the problem. Warning about application of logical consequences with visual aid (Stop card or Behaviour Dial).
2. Class/Spec Teacher - If reoccurs that day, child is moved to another work/play area.
3. Class/Spec Teacher - If reoccurs that day, logical consequence is applied (Child misses out on play and sits on the verandah or is tagged to the teacher for 10 minutes, sent to another class if pre-arranged, sent to verandah, miss out on 10 minutes play).
4. Class/Spec Teacher to Principal - If reoccurs that day, sent to principal
5. Class/Spec Teacher (informed by Principal) - If reoccurs that day, parents are called.

Problem resolved.

Every new day is a fresh start.

However, if the same behaviour is repeated see steps for creating a Behaviour Guidance Plan under Serious Level Behaviour Follow-Up.

**If any Minor or Medium Level Behaviour persists 3 times within 2 weeks (approx.) then employ steps for Serious Level Behaviour and Follow Up.**

**No hat no play – children must remain on the verandah for the whole of lunch time.**

**Primary only - No hat no school uniform for excursions – children may miss out on the excursion and remain at school.**

### Serious Level Behaviour Classroom or Recreation Time

#### Serious Level Behaviour Concerns

Serious misbehaviour is recurring covert and overt behaviour that results in property destruction, wilful defiance or injury to others, emotional or physical.

A serious incident is deemed to be an incident where the teacher or classroom assistant has reasonable concern regarding the safety and welfare of any student or any other member of the school.

Examples include but are not limited to:

- Out of control behaviours
- Temper tantrums
- Throwing objects
- Damaging private property
- Stealing
- Climbing fences or gates with the intention of leaving the area the child is meant to be in.
- Seriously inappropriate social interactions/language (direct or in an online environment)

Note: For bullying (as per definition in this policy) see flow chart below.

#### Strategies/Logical Consequences

(Class Teachers must come up with their own methods, consequences and visual aids that fit this sequence).

1. Class/Spec or Duty Staff Member
  - Remove child/children from immediate danger.
  - Always assess the greatest and most immediate risk, verbal redirection and warning of logical consequences.
  - Use the **red hand** if needed to send with a child to admin.
  - Principal may remove child, and the child may be isolated.
  - If the child appears to be able to, the Principal will speak with the child then provide opportunity for the child to make amends and take the child back to class.
  - Teacher/Principal completes incident report to be sent home.
  - Principal may decide to call parents to collect the child from school.
  - If the Principal is not available the Teacher in Charge may decide to ask the parents to collect the child from school.

Follow Up:

1. If the behaviour persists, an Individual Behaviour Guidance Plan will be created by the Class Teacher, or incorporated into an existing Documented Plan.
2. A meeting with parents, Teacher(s) and Principal may be arranged to go through the plan and all parties must agree on the strategies. Students and parents will have the opportunity to contribute to the plan.
3. School psychologist may be involved to monitor effectiveness of the plan.
4. If serious misbehaviour continues to occur (3 incidents within 5 weeks or less) then the child may be temporarily suspended.
5. If parents are unwilling to consider or participate in an agreed programme, the child will be suspended until an agreement is reached.
6. Any suspension shall have a fixed time frame and school work will be provided.

7. At this point in the process the school will make our best attempt exhaust all possibilities with regard to supporting the family to seek external professional support (psychologist, paediatrician, clinical psychologist, psychiatrist, CAMHS, headspace, Occupational Therapist, Speech Pathologist, etc. ).
8. Following two separate suspensions, the principal will have the discretion to exclude the student if any subsequent behaviour is deemed a serious potential risk to students or staff.

**Violence/Harrasment of any sort against self, another student or a staff member** – Class/Specialist Teacher either sends the red hand or brings the child to Principal/Deputy or Teacher in Charge. See same procedures as for Serious Level Behaviour above. The child may only return to school when a plan is in place (agreed and signed by school and home) to ensure the safety of the student, other students and the staff. We will not risk repeats of violent/harassing behaviour. See below for strike system that may be used following this kind of incident.

The following strike system may be used in a Behaviour Plan for students when serious level behaviour has been demonstrated.

STRIKE	CONSEQUENCE
1	Verbal / Visual reminder about the plan.
2	Miss 15 minutes of lunchtime.
3	Miss a whole lunch time and/or sit on independent table in class
4	Sent to Lisa's office, student places call to parents/carers, student returned to class
5	Sent to Lisa's office, Lisa places call to parents/carers, parents/carers asked to collect child
6	Internal suspension – in Lisa's office or another classroom working for a set period (2 days maximum)
7	Miss an in/excursion/event
8	Suspension at home (1 day), agreement to be signed before returning to school re STRIKE 8
9	Student excluded from all events and other in/excursions/events
10	Permanent Exclusion from Our School

The above 10 steps are in place so that [student] can recognise at what 'severity' their behaviour is for any incident. While this can be cumulative, should an incident warrant a strike 8/9 or 10 we would need to implement a response that matches.

**When it is acknowledged that behaviour is Bottom Up and when an individualised Behaviour Plan/Escalation Profile/Risk Management Plan/ etc. is in place, there may be slight variations to the above. This is at the discretion of the Principal and/or the Deputy Principal/TIC.**

### Reporting incidents

- Incident that we need to track for a student or report to parents should be recorded on PC School
- Only Teachers have access to PC School
- Basically, the teacher who deals with the incident or who is closest when an incident occurs (during class or at recreation time) should write up the incident on PC School, even if they are not the class teacher of that student.
- Email the report to the class teacher. Class teacher will decide whether or not to email the parent.
- If a non-teacher attends the incident, report to the teacher of the class or nearest when on duty, then as above.



## School response flow chart: Student bullying (including online bullying)

Whilst Margaret River Montessori School takes a pro-active preventative approach to bullying through the educational programs and resources identified, the school uses the following response to reports of student bullying.

### **1. Listen carefully and calmly, and document what the student tells you**

Ensure a private place to talk. Do not dismiss their concerns or make them feel they are at fault. Listen to their account fully first and then ask them (and maybe others) questions to get more detail. Avoid the terms 'bully' or 'victim' and instead talk about the behaviour of everyone involved, including bystanders. **Clarify if there are immediate safety risks and let the student know how you will address these. Write a record of the conversation.**



### **2. Collect additional information**

Ask for any evidence from the student. Speak with all students involved, including bystanders. Be alert to your legal responsibilities regarding evidence if the incident may constitute a crime. Keep records. Ensure you have information that answers who, what, where, when, how, why. Students' views on why bullying is happening can suggest ways the school can respond. At this point it must be determined whether the situation falls under the definition of bullying or not. If bullying, follow below steps. If not bullying determine level of behaviour and follow procedures above.



### **3. Discuss a plan of action with the students**

Once you are confident you have a comprehensive picture of the situation and it does fall under the definition of bullying, discuss a plan of action with the student/s. Invite suggestions from students as appropriate.

Inform all students involved of your intention to inform their parents/guardians. Involve the parents and other caregivers in developing the plan of action if appropriate. And disciplinary action required should follow Flow Chart above for Serious Level Behaviour.



### **4. Inform the students what you intend to do**

Provide as much information as you can without violating the privacy of other students or parents. Also inform them about when you are planning to follow up with them after implementing the plan. Explain that you will look at immediate and short term responses as well as other long term preventative measures or efforts to promote a positive school climate.



### **5. Provide suggestions about what to do if the bullying occurs again**

Have information on hand to share with students or set up a meeting for them to talk about strategies with an appropriate staff member.



### **6. Set a date for follow up review/s**

Bullying can require a sustained effort to prevent, particularly if situations are long standing. Reviews are critical to check in with students, and to ensure the school's efforts have not caused other problems or merely created a problem elsewhere.



### **7. Record the incident**



### **8. Notify appropriate personnel**

Refer the matter to the responsible officer: all relevant Teachers and Assistants, School Psychologist.



### 9. Contact the parent/guardian about the incident and your course of action

If parents/guardians have not yet been involved in the process of planning the course of action (Step 3), advise them of the incident and the resulting course of action, including referring to the school's policy and guidelines.



### 10. Follow up with students over the next several weeks and months

It is essential to be alert to ongoing bullying, particularly the possibility that the bullying can 'reappear' in another form some time later.

## Guidelines for Consequences of Purposeful Work Avoidance

### The Prepared Environment and the Prepared Adult

The Montessori learning environment is prepared with the intention of allowing each child the opportunity to work with focus and concentration and by their own self-direction. Motivation is intrinsic and stems from a love of learning and joyfulness in being purposeful. This setting is carefully prepared by the teacher whose responsibility it is to 'light the fire' for the children in their class. At the same time the teacher is carefully monitoring and tracking each child's progress with the aim that they reach their potential and more.

### Freedom with Responsibility

In the work cycle (morning or afternoon), when the children are not in a lesson with the teacher, they are working independently on their follow up work (activities to practice what they have learnt in lessons). During this time some of their work will be not negotiable and some of their work will be negotiated. At all times children are working on what they are ready for (regardless of their chronological age), determined by observation and close monitoring by the teacher. Because children are presented with work they have the ability to complete independently that provides them with just enough challenge to move them forward, the expectation is, at all times, that they should complete it (timing may be adapted for individual needs). In other words, the children have the freedom to complete work independently but must demonstrate responsibility by focusing on and completing it in a timely manner.

### Logical Consequences

We cannot ask anymore of children who work as hard as they can and seek necessary assistance from others, in an appropriate manner, to complete their work to the best of their ability. It is when children demonstrate an inability to focus with results in work not being completed or the disturbance of others that they are showing they need help to manage their own freedoms. This document provides guidelines for our school to assist children when they show a reluctance to work.

### Procedure for Assisting with Work Reluctance

When a child has lost focus and is choosing not to work or is disturbing others... (to be completed by Class Teacher)  
E.g. reading or drawing when during the morning cycle or at a time when other work should be completed

Step 1 - Verbal warning, sit with child, make plan/scaffold as necessary. Ask yourself, what else does the child need to move back into a state of focus and motivation to work?



Step 2 - Visual warning – with a card/image, let the child know about the class agreed consequence (being moved/finishing work at lunchtime/working in another class/missing fitness).



Step 3 – The child may need to be moved to an individual work space or near the teacher/EA. If the consequence involves lunch time then the student should be allowed to eat their lunch first, he finish their work and they are not to be in a classroom without a teacher.



Step 4 - If it's the third time in a week that a child has had the above consequence, the child goes to the Principal for a 'chat' and the Teacher will notify the child's parents or ask the child to call their parents.



Step 5 - This will be monitored for the second week. If it is still occurring then the Class Teacher will make a meeting time with the parents and the child to make a Documented Plan for the child. The Documented Plan is an agreed collaboration between home and school. All goals and strategies in the documented plan are to be abided by. At the review date a new agreement will be made if the issue remains.

### **Student Absences and schoolwork.**

Family holidays – Holidays during term time cannot be approved by the school. Parents take responsibility for work their child will miss when on holidays. We encourage parents to make a time to meet with the Teacher prior to leaving on term time holidays to find out about what their child will miss and to make plans accordingly. In general daily home reading, daily writing and daily age appropriate maths (ie. ten facts, times tables, mental maths) should be maintained whilst on holidays.

Illness/Family Bereavement – If the child has missed a few days of school due to illness the Teachers will do their best to catch the child up. If the child is absent due to illness for extended periods the Teacher will provide work to go home, with parent support. A child will not need to stay in at lunch time to finish work they have missed due to illness or family bereavement.