



BEHAVIOUR MANAGEMENT PROCEDURES

CMMS-LC-PRO 0-30

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1 Principles for managing behaviour in a school setting

- ✓ Focus on setting up for good behaviours
- ✓ Understanding behaviour
- ✓ Having clear procedures for dealing with poor behaviour

2 Tools for setting the scene for good behaviour:

There are a number of tools (procedures and guidelines) that contribute to establishing the tone of the behaviour at Casa Mia Montessori School; communicating the expectations; expressing appreciation of positive behaviours and celebrating positive behaviours.

No one procedure is more important than another and the Behaviour Management approach is all encompassing of:

- 2.1 School Values
- 2.2 Rights and responsibilities of students
- 2.3 Rights and responsibilities of parents.
- 2.4 Rights and responsibilities of staff
- 2.5 School Code of Conduct
- 2.6 Setting up of the School and classroom environments – hidden curriculum
- 2.7 Understanding Behaviour
- 2.8 Behaviour Management guidelines 3-6 yrs.
- 2.9 Behaviour Management guidelines 6 – 12 yrs.

These actions will serve as catalysts to develop and maintain an atmosphere that enhances learning.

3 School Values

The School Values are stated and by implication the expectations made clear:

1. In the School Handbook- by the Principal
2. The Staff Handbook- by the Principal
3. By staff actions and behaviour - all staff
4. Demonstrated using social stories- by the teaching staff
5. Role playing in the Grace and courtesy lessons in all cycles- by the teaching staff
6. Demonstrating school values through cultural links and visual arts - by students, staff
7. Observation of demonstration of the School values - by students, staff and parents
8. Celebration of the demonstration of the School values - by students, staff and parents

How:

Values are demonstrated in the governance, management and delivery of the education programme.

School Value	Description	Example of action
Integrity	Act honestly and openly	<p>The Board is committed to a financially stable school, that adheres to all regulatory requirements, maintains a duty of care to all members of the community and prioritises the Montessori Method of education.</p> <p>The staff are committed to delivering the National Montessori Curriculum and reporting against the Western Australian Reporting Standards in outcomes and capabilities.</p> <p>The staff are committed to the Montessori Method of Education which has a child centred approach, a prepared environment for each plane of development as identified by Dr Montessori, with principles of structure and order, beauty, nature and reality, social environment, intellectual environment and freedom of choice from knowledge; and a focus on individual progress and development.</p>
Community Spirit	Have care for the community	<p>*Classes are made up of mixed ages over a three year span that mirrors the planes of development and allows for the younger children to look up to the older children and the older children to 'teach' and take care of the younger children thereby developing empathy resembling a community that may be experienced outside the school</p> <p>*All classes are of mixed gender with a striving to have balanced enrolments mirroring society</p> <p>* the prepared environments encourage the children to contribute to the maintenance of the environment and over time develop ownership</p> <p>* classes are run on the lines of cooperation and collaboration</p> <p>*the family setting focuses less on the teacher and more on the entire community of children and adults. Activities that help to develop this are the morning and afternoon greetings and handshakes; the birthday circle; sitting down to snack and lunches; whole school celebrations of Harmony day, Mother and Father Day; whole school get</p>

School Value	Description	Example of action
		<p>Togethers; parent evenings run by staff; consciously building positive relations with the children; encouragement of peer teaching; grace and courtesy lessons</p> <p>The Board is responsible for ensuring the Montessori Method of Education is upheld.</p>
Responsibility	Be dutiful to self and the community	<p>The Board is responsible for the running of the business of the School</p> <p>The Principal and staff are responsible for delivering the Montessori education programme reporting as directed by authorities; for the health and care of the children and the community as laid down in the Disability Discrimination Act 1992, The School Education Acts 1999 and 2015; the Occupational Safety and Health Act 1984</p>
Purposefulness	Make every action count	<p>The Board plan for the long term – five years.</p> <p>The Principal plans for the medium term – 2 years</p> <p>The education staff plan for the year and the term.</p> <p>The educational staff plan assessments to ensure they are able to deliver programmes for the individual within the constraints of the class makeup</p> <p>The educational staff observe to inform their planning and delivery</p> <p>The educational staff prepare the educational environment from knowledge of child development, child current outcomes and expected outcomes</p> <p>The educational staff give considered feedback to assist the child to develop.</p> <p>The Montessori curriculum is a spiral curriculum with the same skill/concept delivered with increasing difficulty moving from simple to complex.</p> <p>Montessori lessons have a direct purpose and are given explicitly.</p> <p>Montessori lessons have an isolation of difficulty</p>

School Value	Description	Example of action
	Make every action count	<p>– only one skill or concept is taught in a lesson.</p> <p>Montessori lessons are designed to be ‘hands on’ at the start moving to the abstract as the child progresses through the planes of development. – concrete to abstract</p> <p>In the early years and as often as possible in the later years, the adults try to accommodate spontaneous activity which evolves into a love of learning.</p> <p>Time and encouragement is given for repetition and consolidation. This is encouraged with the three-hour work cycle.</p> <p>Freedom in movement and choice is given within carefully defined limits on the range of behaviour. The child is free to do anything appropriate within the ground rules of the community. The child is redirected promptly and firmly if the line is crossed.</p> <p>Montessori educators know that a child has an intrinsic desire to learn.</p> <p>Montessori educators know and understand that if a child is not engaging in the environment the environment must be changed to accommodate their needs.</p>
Unity within diversity	Embrace differences	<p>Presentations that show children the different ways of different people e.g. Mother and Child presentation in 3-6</p> <p>Learning foreign languages – French and Mandarin</p> <p>Celebrating Harmony Day</p> <p>Grace and courtesy lessons – to help develop the uniqueness and dignity of each person – e.g. walking on the line</p> <p>Opportunities to promotes kindness, peacefulness, compassion, empathy and honour are noted and utilised as ‘teachable moments.’</p> <p>Stories from different cultures</p> <p>The Arts – music, dance, performing and visual</p>

School Value	Description	Example of action
		from different cultures

Social Stories, presentations and cultural lessons: this list is not limited to the examples

School Value	Description	Example of social story
Integrity	Act honestly and openly	<p>Because I said I Would-Social Movement https://www.youtube.com/watch?v=lGoKwXDKOC4 https://becauseisaidiwould.com/what-are-promise-cards/ http://www.inspirationalstories.com/5/524.html</p> <p>The Emperor's Seed http://www.inspirationalstories.com/1/106.html</p> <p>The Cherry Tree-George Washington https://youtu.be/jS-7PfzNlgl</p> <p>Do what you say you will do - Abraham Lincoln</p>
Community Spirit	Care for the community	<p>Power of teamwork https://youtu.be/ftPOy4yUGMQ</p> <p>Community service https://www.youtube.com/watch?v=L_MWpvMm5tk https://www.youtube.com/watch?v=eKz2R61YUV0</p> <p>Community values</p>
Responsibility	Be dutiful to self and the community	<p>Take responsibility-don't get stuck https://www.youtube.com/watch?v=D-vYVIXrJCw https://www.youtube.com/watch?v=bzDTCCvpC5g</p> <p>Responsibility Song https://www.youtube.com/watch?v=SRlKMysO1gU</p> <p>Rosa the Rabbit Story (pre-primary)</p>
Purposefulness	Make every action count	<p>Japanese Tea Ceremony https://www.youtube.com/watch?v=7tt7NBIVeMY https://www.youtube.com/watch?v=LFWfJpgM8GU</p> <p>Chinese Tea Ceremony https://www.youtube.com/watch?v=ILKLhXa2mjc</p> <p>Montessori</p>

School Value	Description	Example of social story	
		Red rods Montessori Brown stairs 2 wolves animated story	https://www.youtube.com/watch?v=CBZKSoTD9Q https://youtu.be/vzKryaN44ss
Unity within diversity	Embrace differences	Penguin in the Land of Peacocks We all sing with the same voice Ally the Accepting Alligator Celebration-Song around the world Diversity and inclusion	https://www.youtube.com/watch?v=hNeR4bBUj68 https://www.youtube.com/watch?v=ezAwndQ5FRs https://www.youtube.com/watch?v=o7y5hKb_hs0 https://www.youtube.com/watch?v=8Lu41LulQos https://www.youtube.com/watch?v=M5JcGo3FCyk contributions by James King

Grace and Courtesy Lessons: this list is not limited to the examples

School Value	Description	Example of grace and courtesy lessons and classroom set up
Integrity	Acting openly and honestly	Saying good morning Saying sorry with intent Telling the truth
Community Spirit	Care for the community	How to do any of the clean-up jobs in the classroom How to interrupt How to observe someone working How to wait your turn How to prepare the snack table or set a table How to help a younger student How to tuck in your chair How to apologise How to clean up a spill

School Value	Description	Example of grace and courtesy lessons and classroom set up
Responsibility	Dutiful to self and the community	Undertaking classroom chores Maali Compassion and Care - C ² Class Daily/weekly contracts How to pass a message to the School Office
Purposefulness	Make every action count	Walking around a mat Pushing in a chair Carrying knife/scissors safely Passing a knife/scissors safely Walking around a mat Using a mat How to carry bowls of fruit/food How to serve a cup of tea How to offer food to someone How to close a door quietly Walking on the line
Unity within diversity	Differences enrich us! We promote social inclusion by celebrating individual differences	Individual birthday celebrations Cultural celebrations How to acknowledge positive behaviour

Art activities that help the Children perceive the School Values in alternate ways

School Value	Description	Example of information about the colour for the value
Integrity	Being committed to what we say we are going to do	<p>BLUE</p> <p>*"True blue never stains".</p> <p>*Blue chip shares have a higher value because they are trusted, have integrity and are more secure.</p> <p>*Blue is the colour of the sky, a significant attribute of which is openness.</p> <p>*The Virgin Mary is clothed in blue representing purity of moral principle.</p> <p>*In psychology blue is the colour associated with trust, honesty and loyalty. Men will wear a blue tie to convey this.</p> <p>*Blue in heraldry signifies sincerity.</p> <p>*Blue is the colour of royalty – Royal blue, blue blood.</p>

School Value	Description	Example of information about the colour for the value
		*Police force wear blue.
Community Spirit	A feeling of involvement in and concern for one's community	<p>YELLOW</p> <p>*Yellow is the colour of the sun. It is warm, bright and illuminating, promoting joy, happiness and uplifting spirits. These are the expressions one would expect to see in people that feel connected to each other and feel a sense of belonging to a community.</p> <p>*In psychology, Yellow is the colour associated with positive feelings, enthusiasm, fun, hope and optimism</p>
Responsibility	A sense of duty or obligation to satisfactory perform or complete a task	<p>RED</p> <p>*Responsibility is a doing and action word composed of two words 'Ability and Response'. I would define it as the 'willingness and ability to respond to what is needed from a sense of inner obligation'.</p> <p>*Red is the colour of fire. To get 'fired up' to act.</p> <p>*Red is the colour of the heart and blood. In an average lifespan, the heart will pump about 2.5 billion times.</p> <p>*In psychology, Red is associated with energy, passion and action</p>
Purposefulness	Every moment matters, every effort counts	<p>GREEN</p> <p>*Green is the colour of growth and life. Without plants, animal life could not exist. To have a purpose in life allows a person to grow and gives meaning to one's existence.</p> <p>*In psychology, green is the colour associated with renewal, growth, balance and harmony.</p> <p>*Balance and harmony are essential qualities of mindfulness.</p>
Unity within diversity	Differences enrich us! We promote social inclusion by celebrating individual differences	<p>WHITE</p> <p>*White light is a unity which contains the diversity of expressions in the form of the 7 colours of the rainbow.</p> <p>*White is associated with completeness, wholeness, neutrality and acceptance (e.g., the white flag of surrender) which are essential prerequisites for social inclusion.</p> <p>*The whole is greater than the sum of its parts.</p>

School Value	Description	Example of information about the colour for the value
		Contribution – James King

Observing demonstration of school values by students

Teachers' anecdotal records

Celebrating demonstration of school values by students;

School Value	Description	Newsletter/Facebook/ oral feedback to children
Integrity	Being committed to what we say we are going to do	Teachers stories
Community Spirit	A feeling of involvement in and concern for one's community	Whole school activities – reaching out to colleagues, parents and the wider community
Responsibility	A sense of duty or obligation to satisfactory perform or complete a task	School sports carnival Classroom chores
Purposefulness	Every moment matters, every effort counts	Mothers' Day Fathers' Day Daily work contracts in class
Unity within diversity	Differences enrich us! We promote social inclusion by celebrating individual differences	Harmony Day

4 Observing and Understanding Behaviour

'I have never yet to meet a child who enjoys misbehaving. Rather I see a child who is working to communicate a message about an unmet need in increasingly desperate and extreme ways.' Dr Vanessa Lapointe

Education staff keep daily anecdotal records of behaviours, activities and outcomes for the children.

These records serve to help the staff to spot behaviours that are developing into inappropriate behaviours. Behaviours are termed inappropriate when they are harmful to the child and other people; they interfere with the child being able to engage in life experiences and when it persists and is severe.

When behaviour is particularly difficult to change or manage, it is termed challenging behaviour.

Staff should attempt to recognise the reasons behind the behaviour.

Expression of emotions: the child may be trying to express one or more of the following:

- **Frustration:** they can't do something or can't tell the adult what they want
- **Fear:** they are frightened of something
- **Strong feeling:** they are unhappy or angry about something; they dislike or are unhappy about a situation
- **Anxiety:** they are feeling confused, worried, stressed, unable to think well
- **Hyperactivity:** they have excess energy and cannot seem to burn it off
- **Discomfort:** they are in pain and can't tell you
- **Attention:** they are making attempts to meet their need for attention, attachment and interaction by behaving in a certain way. They are wanting engagement with you.
- **Difficulty with understanding:** if the child has difficulty in understanding, they may not know what is expected. They may need time to work out what is meant and so respond to an instruction when expected. They may not know what is happening around them or retain information.
- **Difficulty in processing or making sense of sensory experiences in the environment:** for example, certain touch, noise and lights may stress the child. Some children may have hyper or hypo-sensitivities to certain stimuli in an environment.
- **Seeking sensory input and/or experiences:**

Some behaviours that challenges are

more likely in children with particular medical conditions or disabilities. For example:

- Children with attention deficit hyperactivity disorder (ADHD) may find it very hard to stay still or concentrate for long periods of time.
- Children with an autism spectrum condition (ASX) may become unsettled by changes in their routine, causing them to become upset or anxious. They can react strongly to their environment, for example they may not like being in crowds.

- Some children who have sensory impairments may be over or under stimulated by sounds, sights, smells and noise. This can significantly affect the way they behave.
- Some children have a disability that impacts on their ability to speak. These children need alternative ways to communicate their needs.
- Some behaviours are common for particular genetic conditions. The way a child with that condition processes information and experiences their environment can lead to the possibility of certain behaviours e.g. obsessive behaviour, anxiety, over eating, poor sleeping or self-harm.
- Some behaviour is classified by professionals as 'emotional and behavioural' difficulty. Signs of this include low self-esteem, difficulty making friends, being tearful, quick to anger or not wanting to go to school.
- Children with specific learning difficulties (e.g. reading or writing) or speech and language difficulties may find learning at school difficult and stressful with good support. If appropriate support is lacking a child's behaviour may change or become challenging.

Unmet needs – challenging behaviour can also be described as a reaction to not having our needs met. We all have needs to a greater or lesser extent and these include:

<i>Security</i>	<i>Peace</i>	<i>Value</i>	<i>Citizenship</i>
<i>Routine</i>	<i>Health</i>	<i>Fun</i>	<i>Expression</i>
<i>Quiet</i>	<i>Respect</i>	<i>Participation</i>	<i>Communication</i>
<i>Stimulation</i>	<i>Attention</i>	<i>Structure</i>	<i>Freedom</i>
<i>Love</i>	<i>Reassurance</i>	<i>Predictability</i>	<i>Choice</i>
<i>Friendship</i>	<i>Appreciation</i>	<i>Stability</i>	<i>Feeling Safe</i>
<i>Tranquillity</i>	<i>Understanding</i>	<i>Intimacy</i>	
<i>Affection</i>	<i>Variety</i>	<i>Identity</i>	

What is your child's challenging behaviour trying to tell you – a guide for families

Developmental disability WA

5 **Rights and Responsibilities of students**

Students have the right to:

- Learn in a purposeful and supportive environment
- Work and play in a safe, secure and clean environment
- Respect, courtesy and honesty

Students have the responsibility to:

- Ensure that their behaviour is not disruptive to the learning of others
- Ensure that the school environment is kept neat, tidy and secure
- Ensure that they are punctual, polite, prepared and display a positive manner
- Behave in a way that protects the safety and wellbeing of others

These behaviours look like:

- ✓ When the bell rings – stop, look and listen
- ✓ During a lesson when the teacher is speaking, if you need to speak, raise your hand. Do not speak unless you are invited to
- ✓ Respect the environment – keep the classroom tidy and clean
- ✓ To all set activities within the designated time to the specified standards
- ✓ Follow staff instructions
- ✓ Be aware that bullying is not acceptable
- ✓ Hitting, spitting, scratching, biting, yelling at people is not acceptable
- ✓ Take care of yourself by wearing a hat outside
- ✓ Take care of yourself by not running on concrete paths
- ✓ In the playground avoid violent, rough games
- ✓ In the playground avoid fighting and swearing
- ✓ In the playground consider the safety of others and don't throw sticks and stones and other objects that could hurt
- ✓ Retrieve sports equipment from outside the school grounds in pairs, under the supervision of the duty teacher
- ✓ Help keep the school neat and tidy – put rubbish in the correct bins; help tidy away after playtime
- ✓ When tidying away after playtime, do so quickly and try to avoid keeping the shed monitors waiting
- ✓ Don't throw food and water at other people
- ✓ Walk in the classrooms, avoiding mat work and touching or kicking other children's work
- ✓ No equipment is used as weapons
- ✓ Speak quietly in the classroom and at the lunch tables
- ✓ Be willing to be a learning and do the work that is needed to do so
- ✓ Request to enter a classroom during a learning session
- ✓ Request permission to enter the administration area
- ✓ Take care of your own property, the property of others and the school property
- ✓ Arrive at school in time for the start – 8.30am
- ✓ Leave the school grounds promptly at the end of the school day after been dismissed to designated adults.

6 Rights and Responsibilities of Parents/Guardians

Parents/Guardians have the right to:

- Be informed of materials for school work, behaviour management procedures and decisions affecting their child's health and welfare
- Be informed of their child's progress
- Access for their child to a meaningful and adequate education
- Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education

Parents/Guardians have the responsibility to:

- Ensure that their child attends school punctually
- Ensure that their child is provided with appropriate materials and clothing to make effective use of the learning environment
- Support the school in providing meaningful and adequate education for their children
- Model valued behaviour
- Provide adequate nutrition and provision for sleep

7 Rights and Responsibilities of the Staff

Staff have the right to:

- Respect, courtesy and honesty
- Teach in a safe, secure and clean environment
- Teach in a purposeful and non-disruptive environment
- Cooperation and support from parents/guardians and other staff

Staff have the responsibility to:

- Model respectful, courteous and honest behaviour
- Ensure that the school environment is kept neat, tidy and secure within the classrooms and the playground
- Establish positive relationships with the students
- Establish positive relationships with the staff
- Establish positive relationships with the parents
- Ensure excellent organisation and planning
- Report student progress to the parents
- Consistently implement school policy

8 Casa Mia Montessori Guiding Principles of Good Behaviour

At Casa Mia we believe that learning involves the whole person and that good character is the crowning achievement of a great education. The following principles guide our community in our teaching and our own life-long learning.

Integrity

We stand up for what we know to be right even when it is hard
We think for ourselves and resist making negative comments about others
We follow through with our commitments to ourselves and others
We find peaceful solutions to every problem
We take the time to show that we care

Respect

We include others by treating all people courteously and with kindness
We respect others right to a peaceful and quiet classroom environment
We care for nature with reverence for all forms of life
We use equipment purposefully and care for the belongings of others
We care about how we appear to others and expect respect for our bodies
We take time for solitude and reflection

Responsibility

We take responsibility for our words and actions without blaming others
We take responsibility for our learning and well-being by asking for help when needed
We are responsible citizens and we want to make the world a better place
We do our part to care for the earth: recycle, reduce, re-use

Self-management

We make choices that lead to a healthy mind, body and spirit
We make choices that enhance social relationships with others
We take time to be organised and prepared for activities
We do what is expected without anyone watching over us
We speak and act calmly when we are hurt or angry

Co-operation

We listen to the point of view of others and appreciate differences
We speak gently and respectfully even when we disagree
We give of ourselves without expecting rewards or validation from others.
We apologize and make amends when we hurt others
We look for opportunities to be of service to others

Learning for Life

We enjoy whatever we are doing and appreciate the gifts each day brings
We know it is OK to fail; we learn from our mistakes and change for the better
We make an effort to learn the skills to achieve excellence in our work and interests We develop our own interests and passions without comparing ourselves with others
We take responsible risks from the edge of our experience and try new things constantly

Acceptance

We know that our best is good enough and we are comfortable being who we are
We accept the imperfections in human nature, in ourselves and in others
We accept things we cannot change with humour and grace
We value our own contribution even when others disagree
We accept praise with humility and gratitude
We accept there are rules and policies for the common good and community cohesion

9 Setting up of the School and the classroom environments –Hidden Curriculum

Structure and order-

- ✓ Physical Order should pervade the Montessori environment. For the 3-6 yrs old the physical order of the prepared environment is immensely important as is are the routines
- ✓ Physical order includes clean shelves, equipment, window sills, tables, chairs.
- ✓ Nothing on the shelves which is not for the use of the children
- ✓ Other less tangible aspects of order that are essential for the children are: the consistency of the adults and their approach
- ✓ In the classrooms, everything must have a place and everything in its place
- ✓ The order of the presentations:
 - ⇒ From simple to complex
 - ⇒ From concrete to abstract
 - ⇒ From whole to part
 - ⇒ With isolation of a single difficulty/concept/skill
 - ⇒ As far as possible with a control of error to encourage the children to take control of their own learning through self-correction of their mistakes
- ✓ In the 6-12 years' area the social order is very important
- ✓ Routines –
 - ⇒ Rhythms in the whole school calendar
 - ⇒ Rhythms in the class timetable
 - ⇒ Rhythms in the daily timetable

Independence-

The whole school and classroom environments must be prepared to enable the children to become physically independent of the adult.

Presentations/lessons must be given regularly to help the children take control of their contributions to the environment and take ownership.

As the children become able they start to choose and decide things for themselves and this is the beginning of self-discipline.

- ✓ Equipment must be child sized
- ✓ Equipment must be displayed so the children can find it and put it away
- ✓ Lessons must be given on use of the equipment
- ✓ Children are given the chance to be autonomous in their choice of their contribution to the maintenance of the environment through a child manipulative chore chart

Indirect Preparation – although activities are prepared with their own developmental aim in mind they also prepared for something that will come later in the child's development. Sometimes this preparation is for something that will occur in the same plane but it also refers to something that may occur much later in the child's life e.g. arranging flowers is a practical life activity which contributes to the beauty and calm in the class.

Choice- in the 3-6 years' environment the children must be given an opportunity to choose what he does from a range of activities that are suitable for their developmental needs. The choice in the primary levels is in the order in which the daily contract must be executed.

Freedom – essential to the prepared environment is the children's freedom to choose to work for as long as they want, not to work and to work without being interrupted by other children as long as their activity does not interfere with other children's rights and freedom to do the same. Dr Montessori's research discovered that children are able to work for three hours provided they are able to follow their natural ebb and flow.

Mixed age range – a micro community is formed in a class with at least a three-year age range, this allows for the children to learn from each other, in a non-competitive atmosphere and directly prepares the children to live in society.

Movement – particularly in the 3-6 cycle there must be provision for the children to move and touch so they can exercise their freedom to bring themselves into contact with the things and people in their environment that they need for their development. In the 6- 12 cycles where the children are moving into the development of the intellect, the need for movement is not so pronounced.

Materials – the materials chosen for the environment must act as keys to the children's development. The keys chosen are directed by the children's essential developmental needs at each age range.

Role of the adult – the adult is also part of the Montessori Environment. The role of this adult is not the teacher in a traditional environment whose role is to teach the children. The role of the adult in a Montessori environment is to facilitate the child to teach themselves by following his own internal urges that will lead him to take what he wants from the things and people around him.

A Montessori Educator must have:

- ✓ A belief in the good of children and an understanding that if children are misbehaving they need the environment to be engineered to ensure their success
- ✓ Consistent and achievable standards
- ✓ To promote a positive working environment
- ✓ To give consideration to student seating and classroom arrangements
- ✓ To change the environment and/or tasks to suit the child
- ✓ Develop independence by focusing on the needs of the child in physical dimensions and strength, in mental capabilities of understanding the task, emotional stability (perseverance, persistence and desire)
- ✓ Plan for lessons to teach the values e.g. – walking the line, walking around a mat, rolling a mat, putting away a tray of work ready for the next child, pushing in chairs, not sitting on tables, walking quietly, the silence game, celebrating a child's birthday, activities for children to honour other children e.g. making a birthday card, inviting another child to lunch, how scrub a table, how to dust, how to wash up, how to serve refreshments to visitors and staff etc.
- ✓ Plan and execute a Class Charter for the start of each semester – discuss the behaviours needed in the class for it to be an excellent learning environment (no more than 5 each term), have the children sign off on it, share the Charter with parents so they may support their child and the teacher
- ✓ Organise for a class chore chart to have the care of the classroom be a group activity; plan for the lessons for each chore; ensure that the children engage in the chores and follow through

- ✓ To prepare each learning session professionally:
 - ⇒ Know what they wish the child to achieve
 - ⇒ Know their content
 - ⇒ Have the necessary resources prepared
 - ⇒ Be punctual
- ✓ During a lesson:
 - ⇒ Give clear instructions; use simple language; structure the number of steps to suit the needs
 - ⇒ Give time to understand and process
 - ⇒ Repeat key instructions
 - ⇒ Remember the poser of non-verbal language and behaviour – tone of voice, posture, stance, positioning, eye contact, facial expression
 - ⇒ Teach to the student's level; know each child's prior knowledge
 - ⇒ Use motivation techniques
 - ⇒ Cater for a variety of interests
 - ⇒ Be aware of children from non-English speaking and different cultural backgrounds
 - ⇒ Be flexible and adaptable
- ✓ To use positive reinforcement for appropriate behaviour
 - ⇒ Positive incentives need to be earned before they are given
 - ⇒ Verbal encouragement should be the most often used incentive
 - ⇒ A variety of positive incentives should be used to maintain enthusiasm
 - ⇒ Desired behaviour must be recognised
 - ⇒ Every child must be given the opportunity to earn and receive acknowledgment of their work
 - ⇒ To actively encourage the children to take control of their learning and their behaviour
- ✓ Model the school values and code of conduct
- ✓ Be alert to disruptive students and be prepared to use the School Behaviour Management Plan to consistently manage inappropriate behaviour
- ✓ Clear statements of whole school and classroom rules and the consequences of their infringement
- ✓ Trust the Montessori Curriculum and deliver the lessons sequentially and methodically as recorded in the cycle lesson records.

10 Behaviour Management

The behaviour management practices that the staff must employ when inappropriate behaviours are observed are:

Recognition of positive behaviours:

- ✓ Encourage and acknowledge work to standards and constructive behaviour through positive verbal dialogue
- ✓ Publish work in the school newsletter
- ✓ Send children to other classrooms to show and share their work
- ✓ Send children to the office to show and share their work
- ✓ Organise to enter children's work and performances in external events
- ✓ Review of the environment including adult practices

11 Behaviour Management in 3-6 cycle

Identify the behaviour to be addressed

Step 1: Proximity Praise/Reward – if a child has inappropriate behaviours

- ⇒ Check the student can cope with the activity
- ⇒ Prompt or redirect the student to return to the appropriate behaviour activity
- ⇒ Praise at least one other student who is in close proximity for behaving appropriately
- ⇒ Praise the misbehaving student on following instructions

Step 2: Rule reminder

Refer to the relevant displayed, signed class charter. There should be no more than five, simply stated in the positive and displayed in the classroom at the students' height.

Reinforcement given or children reminded of class rules. If ignored by the student another child is asked to recollect the class rules.

Have child sit next to an adult until they are ready to engage appropriately.

Step 3: Warnings

Verbal reprimands by the teacher or by the parents via a telephone call made by the teacher and the parent speaking to the child.

Step 4: Loss of privilege

After the first three steps have been repeated, the **next time** a rule is broken the student will lose a privilege such as loss of participation in a class activity, a section of playtime.

Step 5: Isolation in Class (Time Out)

Further breaking of class rules leads to a student receiving isolation in the classroom. The period of isolation in minutes can be up to but not exceeding the child's age (3 mins for a 3 yr old, 5 mins for a 5yr old)

Talk the child through their actions and why they are spending time in isolation

Step 6: Detention

Student is detained for a brief period during school hours

Step 7: Non-attendance

Parents/Guardians are advised by the Principal that their child cannot attend school the following day or part of the day. The child would need to be kept home for one day or part of a day immediately following a severe incident. This action is only for extreme cases.

12 Behaviour Management for 6-9 and 9-12 years

Identify the inappropriate behaviour

Step 1: Proximity Praise/Reward – if a student is not following the rules:

- ⇒ Prompt or redirect the student to return to the appropriate behaviour and check that the student can cope with the activity
- ⇒ Praise at least one other student who is in close proximity for behaving appropriately
- ⇒ Praise the misbehaving student on following instructions

Step 2: First warning

- ⇒ Refer to class charter. The charter is developed from the behaviours that are the student's responsibilities; no more than 5; worked out with the class; stated imply; written in the positive; signed and displayed in the classroom
- ⇒ Reinforcement given or child reminded about the class charter
- ⇒ Name written in individual's class records.

Step 3: Second warning

- ⇒ Verbal reprimands
- ⇒ Record the reprimands in the individual's class records.
- ⇒ Three strikes move to step 4.
- ⇒ Each day is a new beginning.

Step 4: a) Loss of privilege

- ⇒ On the third warning, the student will lose a privilege. Initially the child may be isolated in the classroom. However, due to supervision restrictions, the student may lose the privilege of playtime or be withdrawn from privileges pertinent to each class.

b) Buddy Teacher

- ⇒ If a student refuses to settle during classroom isolation the student can then be placed in a buddy teacher's classroom. This step will be taken in the event of behavioural issues. Work must be provided for the student and the student must complete a think sheet. Each teacher must organise a colleague to be a buddy. Refer to Guidelines for Buddy Classroom isolation
- ⇒ If the student refuses to leave the classroom send the yellow card to the principal.

Step 5: Shape up for poor work

- ⇒ This occurs concurrently with Step 4
- ⇒ When a child persistently does not complete work or does not work to a standard that the teacher feels he/she is capable of, the child will be given a 'shape up.' This is a red dot. The dot is glued into the child's book with the date and explanation give as to why the 'shape up' was given. Its purpose is to notify the child that the teacher feels the child could do better work. A record of the shape up is kept in the class record book.

The progression is as follows:

5a) 3 Shape Ups – interview between student and teacher

The child and the teacher will make a plan to help the child meet the requirements of the standards and timeliness. The child is encouraged to take independent action. The conference is recorded on the School meeting form. The parents are informed that the process is commencing. A copy of the meeting record is given to them with a covering letter.

5b) 6 Shape Ups – meeting with the student, teacher and principal. The meeting is recorded on the school meeting form. The Principal's help is sought to help the child and teacher make a plan to address the problem. The parents are informed that the second step has been reached. A copy of the meeting record is given to them with a covering letter.

5c) 9 Shape Ups – interview with student, teacher, Principal and Parents/guardians. The parents support is sought to help the child and school staff make a plan to address the problem. The meeting is recorded on the school meeting form.

Step 6 – Detention at school in school hours

This step is used for behaviour issues

- ⇒ Highly disruptive students are sent to the Principal with a referral note
- ⇒ The student must complete a Think sheet
- ⇒ Refer to Guidelines for Buddy Classroom Isolation.
- ⇒ If a student is placed in Buddy classroom isolation for a second time, they must complete an incident form.
- ⇒ An interview with the student, teacher, Principal and Parents is to be organised with the aim of implementing strategies to help the student identify and resolve reasons behind the bad behaviour.

Step 7 – Non-attendance (Suspension)

For severe incidents – to be used at the discretion of the School Principal

The suspension should be immediately that day or the following day, whilst the incident is still fresh in the student's mind and to reduce anxiety to the student by the waiting for the period of suspension. One day will be sufficient time for a primary student.

The Principal will call a meeting with the Parents/guardians and teacher to develop an Individual Behaviour Management Plan. (IBP)

After an IBP is developed, the student is essentially back at Step 1, implementing the new plan.

The IBP is to be reviewed fortnightly, by the Principal, teacher and student. If the IBP is breached within the fortnight, then the IBP must be reassessed.

If the IBP is not adhered to after the second fortnight, then a formal meeting is arranged between the Principal, teacher, Parent/guardian and student.

Teachers must be aware that the seven steps are to be used as a sequential pathway. It would be expected that a student would have moved through the earlier steps before Step 7 was actioned.

However, for extreme, severe incidents, such as acts of violence or swearing, a teacher could go straight to Step 6, Detention at school in school hours.

13 Behaviour Management – Role of Staff

Principal must:

- Provide a link between staff and parents
- Model and communicate the School values, the rights and responsibilities, the School code of conduct.
- Support teachers with student behaviour management
- Ensure consistency in the implementation and maintenance of the Behaviour Management procedures throughout the school.
- Approve the design and assist with programmes for children experiencing difficulties
- Provide new, relief and specialist teachers with the guidelines pertaining to Behaviour Management Procedures
- Ensure that the Behaviour management procedures are reviewed by the term

Teachers must:

- Model, teach, discuss the School values, the rights and responsibilities, the School code of conduct.
- Set up the learning environments to facilitate the learning of the hidden curriculum
- Document student misbehaviour and adapted strategies
- Provide support to review the student behaviour management procedure
- Consistently apply the school's behaviour management procedures
- Develop a Class charter with the children in the class; print, arrange for signing and display in the classroom.

14 Behaviour Management in the playground

The duty staff are responsible for the safety and acceptable behaviour of students in the playground.

In the event of students committing minor breeches of the school code of conduct the member of staff may use some of the following strategies: -

- Call the student to one side and give a reminder of the code of conduct
- On a second infringement place the child in isolation for a short period of time with a verbal reminder of the code of conduct
- On a third infringement – call the student to one side, record the incident on the School Incident Record form. Give a copy to the class teacher who will have it signed by the Principal.
- All incidents of a serious disciplinary nature will be reported to the Principal immediately and later documented by the duty staff who hands the document to the class teacher.
- According to the severity or repetitive nature of the incidents a parent may:

- ⇒ Receive a note to bring the incident to their attention
- ⇒ Be called for a formal interview
- ⇒ Directed to take the student home (suspension). This step would be in keeping with the general sentiment of the process of class behaviours.

15 Guidelines for 'in Class' isolation /time out

The placement of students in time out will be authorised by the classroom teacher. Time out is used when it is necessary to remove the student from the stimulation of other children.

Class teachers are responsible for ensuring that a student in time Out is provided with an adequate amount of work. Work is to be from (or as close as possible) the pupil's normal learning programme at a level that the pupil can carry out without explanation or assistance from other staff. The time out period is flexible and usually finishes when the work has been completed. The maximum period is one hour.

After three infringements the Principal will notify the parents to discuss the matter with the Principal.

16 Guidelines for Buddy Classroom isolation

- The greater the student age difference the more effective this strategy becomes. Specialist teachers will call on the student's regular teacher if necessary.
- The student who is sent to a buddy classroom takes a yellow card and work with them.
- The teacher completes an incident report which is signed by the Principal.
- Teachers must have a space in their classroom where these students can be placed. The students are to be ignored by the other children in the classroom. The student must work quietly without interfering with the normal routine of their buddy classroom. If the student chooses to act outside this guideline, they are to be sent to the principal with a brief referral note.
- The student stays in isolation in the buddy class until the work is completed or the next break time. They may then return to their classroom for a fresh start.
- If a student has to be sent twice in a school week to a buddy classroom for isolation, then the student's teacher must notify the student's parents. The class teacher must fill in an incident form recording both incidents and give it to the parents.

17 Related documents, forms and information sources

- 14.1 Flow chart Behaviour Management 3-6
- 14.2 Flow Chart Behaviour Management 6-12
- 14.3 Behaviour think sheet
- 14.4 Incident Form
- 14.5 Meeting Form
- 14.6 Class behaviour records sheet

14.7 Staff Code of Conduct

14.8 School Handbook