POSITIVE GUIDANCE

This policy reflects Southern Montessori School's commitment to the safety and well being of all students in our school community.

POLICY STATEMENT

This policy has been developed to assist the students of Southern Montessori School to become confident and fully functioning individuals who can make decisions and direct themselves appropriately and independently.

Growth towards *self-discipline* is the hallmark of the Montessori Method of education.
The core values of:
- courtesy;
- compassion;
- common-sense;
- care;
- cooperation;

underpin the approach used throughout the school to deliver effective guidance. This guidance is based on respect, social equality, inclusivity, trust, shared responsibility, and freedom to make choices within acceptable limits.

Within this framework, students, teachers and parents will work together to nurture a community of learners and citizens of the future.

EXPECTED OUTCOMES

A safe and harmonious environment for everyone at Southern Montessori School will lead to:
- enhanced student performance;
- increased attendance;
- increased teaching time;
- an understanding of good social behaviours, combined with an awareness of unacceptable behaviours;
- a consistent approach to student management.

MONTESSORI PHILOSOPHICAL UNDERSTANDINGS

In addition to the above, this policy incorporates the following Montessori principles.
- The child needs a prepared learning environment which is characterised by the following elements:
  - ➢ freedom of choice within structure and order;
  - ➢ reality and nature;
  - ➢ beauty and atmosphere;
  - ➢ the Montessori materials; and the
  - ➢ development of community life.

- Children learn best through active involvement by means of purposeful hands-on activities, supported in their individualised learning styles and at a pace that enables them to be successful and that challenges them to strive towards achieving their personal best.
- Work is the means through which a child moves from one stage to another and it is through effort that children gain control over their movements and behaviour.
- A sense of community develops as children are encouraged to take increasing responsibility for their classroom environment, and their actions towards each other.
- Education is a vital force in creating caring, responsible individuals who can contribute to a better, more peaceful world.

RESPONSIBILITIES

TEACHERS are expected to:
- create and maintain learning environments that provide opportunities for students to experience success;
- create a safe, caring and orderly climate where students are supported in their growth towards self-discipline;
- work with students, at the beginning of each year, to discuss the school's behaviour code and formulate guidelines for the orderly management of their classroom;
- promote the development of responsible behaviours by incorporating and strongly encouraging student participation in decision-making, and where possible acting on their suggestions;
- acknowledge and work towards eliciting responsible behaviour from each student;
- encourage students to take responsibility for their own behaviour;
- act quickly, and whenever possible using low profile techniques, to positively redirect inappropriate student behaviour;
- model responsible behaviour;
- participate in professional development to enhance their own knowledge and skills so that they can successfully observe and guide students' behaviour.

STUDENTS are expected to:
- behave in a manner that ensures the teaching and learning process is maximised for themselves and others and which brings credit to the school;
- accept increasing responsibility for their own behaviour;
- participate in curriculum opportunities to learn the skills of conflict resolution and decision-making;
- participate in the establishment and review of classroom rules.

PARENTS are expected to:
- read and agree to support the school's behaviour code prior to accepting a position for their child at the school;
- collaborate with the school to support their child's growth towards self-discipline and to help their child learn to take responsibility for his/her actions and accept the subsequent consequences;
- model appropriate behaviour.

PROCEDURES FOR MAINTAINING A WORKING ENVIRONMENT

Where a student's off-task behaviour disturbs own and others' learning:
- The teacher will challenge the off-task behaviour through questioning, eg. "What are you doing? - What should you be doing?"
- The teacher will give a rule reminder.

Repeated off-task behaviour:
- The teacher will modify the work environment for that student, eg. student works in closer proximity to teacher or student works on his/her own.

Where the off-task behaviour persists:
- The teacher will relocate the student to another classroom, with work to complete and monitor, over time, the effectiveness of this strategy.

Where a student has difficulty complying with school rules one or more of the following consequences will be applied.
- The student will make restitution.
- The student will engage in community duty, eg. gardening, sweeping, cleaning.
- The student will complete required schoolwork at another time, e.g. lunch time.
- The student will perform Three for One, eg. Three helpful actions for one unhelpful action.
- The teacher will inform parents via diary/communication book.
- The teacher will meet with parents.
- The teacher, parents and student will formulate a student behaviour plan.

Where a student exhibits significantly difficult behaviours that are harmful, or potentially harmful, to others, themselves or the environment, one or more of the following consequences will be applied.
- The student will, if possible, be withdrawn from the classroom/activity.
- Parents will be contacted to arrange a meeting.
- The student will only be allowed to resume lessons pending a satisfactory resolution that includes an agreed student behaviour contract.
- In-school or out-of-school suspension may be imposed.
- The school may refer student/family to outside agency.
- The Principal may initiate discussions regarding educational alternatives.

Where agreed intervention strategies have failed to result in significant improvements in the student's behaviour the Principal has the right to expel the student.

Appendix A

MANAGEMENT TECHNIQUES

Prepared Environment
The prepared environment is the central Montessori key to a well-run classroom. This means that teachers will ensure that:
- the classroom environment is prepared in such a way as to invite and promote learning;
- materials are available and in good repair;
- the classroom is a safe and welcoming environment;
- strategies are put in place for maintaining the environment with the help and involvement of the students.

This will also mean being aware of students' learning styles and where possible ensuring that there are areas available for students to work alone.

Focusing
Establishing silence is an essential first step in gaining students' attention. This needs to occur before a lesson or group can begin.

Direct Instruction
This means making expectations clear.   It may include:
- establishing the goals of the lesson;
- setting behavioural limits which includes role modelling appropriate language for independent problem solving;
- demonstrating and modelling appropriate use of materials.

Monitoring
This means the teacher will circulate, checking that students are on task, giving quiet encouragement and reminders to those who may not have started work.

Modelling
"*Values are caught, not taught*!" In practice, this means that teachers will endeavour to model the values embodied in the policy in their dealings with students.
They will:
- be courteous and caring;
- display self-control and patience;
- be well organised;
- respond sensitively to the different needs of students.

Non-Verbal Cueing
Teachers will be expected to develop their own non-verbal cues for gaining attention.   For example, some may use a bell or music to signal pack-up time. Whatever is used, the teacher will ensure that the cues used are taught and understood by the students.

Low Profile Intervention
Whenever possible, by maintaining careful monitoring, teachers will use a low profile means of re-focusing students to their task.   A quiet reminder, using the student's name, "David, it's pack-up time," will often suffice and not cause a disruption to those students who are already on task.

It is important for teachers to understand that they are not to fall into the trap of rewarding misbehaviour by focussing their attention on it.

Positive Assertive Management
This means:
- establishing clear class rules and work expectations and ensuring that they are consistently and fairly enforced;
- taking special care that positive and work orientated language is reflected as much as possible throughout the Centre;
- that rules will state expectations in clear and direct language: "We walk in the classroom" rather than, " No Running".

The class rules and expectations will be established jointly with students at the beginning of the year and will be revisited at the beginning of each term.

I – Messages
A teacher will use these when confronting misbehaviour as a quick means of focusing the student's attention back on what they are supposed to be doing.

- "I expect you pack up by the time I count to three..."
- "I need you to be sitting in circle right now..."

Teachers will also employ questioning techniques which guide the students to a greater acceptance of responsibility for behaviour.
- "What are you doing?" Student <u>must</u> answer using **"I am..."**
- What are you supposed to be doing?" Student must name the task that they are meant to be doing. In this way attention is focussed directly on the task and not on the misbehaviour.

Appendix B

THE FOUR STAGES OF DEVELOPMENT ASSOCIATED WITH SELF-DISCIPLINE

STAGE	CHARACTERISTICS
1 The Power Stage	• The behaviour at this stage is characterised by refusal to follow directions, defiance and constant challenging of authority.
	• Students operating at this stage show very little concern for the rights or feelings of others.
	• If they want something they take it.
	• They also seek out extensions of power - so rulers become weapons and if the teacher is not present, they are often unable to control themselves appropriately.
2 Self Serving Behaviour *"What's in it for me?"*	• Students operating at this stage can be said to have individualistic morality.
	• They are very self-centred.
	• They behave if they can see some sort of reward to themselves, or because they do not like what happens if they don't behave.
	• There is very little self-discipline at this stage and as in the previous stage, they require a great deal of supervision.
	• They may behave well in class with their teacher, but play up for a relief teacher or in the playground.
3 Interpersonal Discipline *"How can I please you?"*	• These students have started to develop a sense of self-discipline.
	• They behave because you ask them and because they care about what others think of them and like to please you.
	• These students need only gentle reminders.
4 Self-Discipline *"I behave this way because it is the right thing to do."*	• These are the students who consistently demonstrate appropriate behaviour.
	• They have a strong personal and social sense of right and wrong.
	• These students are able to work independently in the knowledge that they will remain on task.
	• These students are able to work cooperatively with others.

Appendix C

Win Win Approach

It is important for us as teachers to understand disruptive behaviours as attempts to meet a need and that children need to learn non-disruptive ways to meet those needs. When that happens the student wins (gets needs met without becoming a discipline problem; learns responsible behaviour for life) and we, and the rest of the class, win (are part of a smooth running, productive learning community).

Kagan describes seven common positions from which a child may act. As teachers, we need to accept a student's position. Positions are part of the universal human conditions. All of us at one time or another has:

The Seven Positions
1. **Attention Seeking -** needed some extra attention;
2. **Avoiding Embarrassment -** attempted to avoid embarrassment;
3. **Anger Venting -** needed to express our anger;
4. **Control Seeking -** not wanted to be told what to do;
5. **Energetic -** been too "antsy" to sit still;
6. **Bored -** been uninterested in something; or
7. **Uninformed -** just did not know the rules of the game

There is nothing wrong with being in a position.

The question is what we do when we are in a position.

Do we have mature, responsible ways of dealing with the needs of the position, or are we disruptive to others?

If we do not have mature ways to deal with those needs, we need to learn them.

Win-Win Discipline makes discipline part of what we as teachers do best — it makes the discipline process a teaching/learning process.