



TREETOPS MONTESSORI SCHOOL

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Behaviour Management Procedure

We consider appropriate behaviour to be evidenced in the following ways:

- a) Respect for oneself, others, property and the environment.
- b) Socially acceptable behaviour at all times.
- c) Using appropriate language and tone.
- d) Good manners and courtesy.
- e) Compliance with reasonable instructions/requests
- f) Appropriate classroom and playground behaviour
- g) Self discipline.
- h) Appropriate manners.

To help the children achieve these goals staff need to react with:

- a) Consistency.
- b) Immediacy.
- c) Repetition.
- d) An assumption of acceptance.
- e) Firm guidelines.

Rules need to be clearly seen as school specific; children need to have correct attitudes and behaviours modelled for them by teachers and older children and need to be encouraged to enjoy what they are doing rather than always expecting to do what they enjoy.

Staff Roles and Responsibilities in Student Behaviour Management:

Treetops has adopted a whole school approach to student behaviour management. To maximise the effectiveness of their approach, the following roles and responsibilities are accepted by staff:

Classroom Teachers agree to:

1. Create a positive classroom environment and reinforce appropriate behaviour.
2. Be conversant with and implement classroom management practices and procedures that reflect current good practice.
3. Be aware of the school and classroom rules and display them in the classroom.
4. Be consistent in approach and firm in application of behavioural consequences.
5. Focus on student's behaviour, rather than the student.
6. Place emphasis on the resolution of difficulties and conflict.
7. Follow up and follow through on behaviour management issues.
8. Be familiar with relevant policy.

The Deputy Principal agrees to:

1. Promote a positive school environment.
2. Provide support for classroom teachers with implementing classroom practices and procedures.
3. Coordinate Treetops behaviour management plan.
4. Manage recording and filing of any student behaviour reports.

The Principal agrees to:

1. Promote a positive school environment.
2. Provide support for classroom teachers.
3. Support the principles of behaviour management.
4. Contact parents concerning serious inappropriate behaviour.
5. Suspend a student from school as stipulated in the Behaviour Management Plan for any severe breach of behaviour.
6. Manage end of line behaviour management strategies.

Classroom Teaching Should Involve:

- a) Interesting and stimulating lessons with defined outcomes.
- b) Establishing positive relationships with the students.
- c) Clearly delineated positive classroom rules which are displayed in your room and reinforced regularly.
- d) Good organisation and planning.

Achieving Effective Classroom Management with Individual Students includes:

- a) Showing an interest in the students whenever there is opportunity. Ask about their opinions, sports they play, what they do outside of school, about their family, etc.
- b) Positive feedback, encouragement and praise – some students often require a lot of reassurance. Don't overlook the well-behaved students.
- c) Letting students know exactly what you expect from them so they know where they stand with you.
- d) Taking time to listen to students.
- e) Showing respect and courtesy.
- f) Talking openly and positively to students after confrontational incidents.

Achieving Effective Classroom Management Involves:

- a) A considerable amount of specific positive feedback. Research shows a ratio within your classroom of two positive to one negative is the minimum for effective management.
- b) Respect and courtesy to the class.
- c) Focus on the behaviour, not the student.
- d) Having precise classroom rules and behaviour guidelines within the class.
- e) Communication and discussion of our expectations of the class
- f) Being consistent in enforcing and reinforcing class rules. Students become confused and class relationships are weakened if students are ignored at times and reprimanded on other occasions.
- g) Establishing and practicing specific routines.
- h) Moving around the classroom while students are working.
- i) Developing class unity through special projects or some common goal
- j) Ensuring that you model appropriate standards.

Guidelines Need To Include:

- a) Walking quietly in the classroom.
- b) Talking quietly in the classroom.
- c) Displaying patience in our interactions with others.
- d) Being punctual.
- e) Being courteous to all.
- f) Allowing others to work without disruption.
- g) Showing concern for the welfare and safety of the others at the school.

Checklist For Teaching Staff:

Have you:

- Discussed your classroom expectation with your class?
- Clearly published your classroom rules and the behaviour management structure/program applying to your classroom?
- Checked to see when the misbehaviour occurs – morning, before lunch, afternoon, continually? Is there a pattern of misbehaviour?
- Checked to see what the student is actually doing to concern you? Be specific in describing the misbehaviour.
- Checked to see that the content being taught is appropriate to the student?
- Thought about modifying your program?
- Considered whether your consequences are fair and reasonable and whether you are able to consistently enforce them?
- Considered positive reinforcements to promote success?
- Thought about modifying your behaviour?
- Considered cultural or other special factors?
- Isolated the students in class or moved them close to your table?
- Changed the physical seating arrangement of the students?
- Planned lessons to suit the time of day if possible, ie “heavy” lessons in the morning?
- Planned for students to be successfully on task?
- Provided specific feedback regarding your students’ behaviour?
- Considered presenting information through a variety of formats?

Behaviour Management for Younger Children:

Bad behaviour exhibits itself in many ways in young children, the common factor being a need for the child behaving badly to seek attention either consciously or unconsciously. Bad behaviour falls into various categories some examples of which are as follows:

Aggression (physical)

Pushing and shoving other children, biting and pinching or pulling hair etc.

Aggression (verbal)

Name calling, shouting and screaming at others and generally saying unkind or scary things.

Disruption

Continuous disruption of the class by interruption of work, snatching things from others, being excessively noisy etc.

For all forms of misbehaviour we take into account all possible elements of the situation.

Was there provocation? Was the child who has misbehaved sick or upset due to such things as a house move, a new baby, problems at home etc?

ACTIONS FOR BEHAVIOURAL MANAGEMENT:

Children's House

1. Gently remind the child about appropriate behaviour and the class rules.
2. If inappropriate behaviour persists direct the child to the "Thinking Chair" to think about their behaviour.
3. After a brief period speak to the child and ask them to explain their actions and work with them on determining what would be appropriate action should this situation arise again.
4. If the inappropriate behaviour persists consult the parents. Discuss with the parents strategies and work together with the parents towards a solution to the problem.
5. If the child is still totally unmanageable contact the Principal and bring the child to the Principal's office. The parent will then be contacted and asked to collect the child.

Wattle

1. Gently remind the child about appropriate behaviour and the class rules.
2. If inappropriate behaviour persists remove the child from the group to give them time to reflect on their actions.
3. After a period of time speak to the child and ask them to explain their actions and work with them on determining what would be appropriate action should this situation arise again.
4. If the child is persistent in the inappropriate behaviour have them stay in for a short time at lunchtime and remind them that if they waste time in the class then they are required to make that time up in their 'playtime'.
5. Depending on the severity and persistence of the misbehaviour parents are contacted. Discuss with the parents strategies and work together with the parents towards a solution to the problem.
6. If the child is still totally unmanageable, or the inappropriate behaviour continues, the Principal is informed and other strategies are sought. The parent will again be contacted.
7. If a child's behaviour does not improve despite all efforts, and where parents will not comply with our request to seek further specialist advice and assessment, the school may have to ask the parents to remove the child from the school. This is an extremely rare situation and would only ever be a last resort.

Behaviour Management for Karri, Marri, Jarrah & Tuart students:

