



BASIC BEHAVIOUR PHILOSOPHY

MLCP promotes and supports the understanding that each child is to be respected as a unique individual. Our job is to create a supportive and positive learning environment facilitating approaches that encourage modification of less appropriate behaviours as necessary. MLCP's accepted practices are committed to the principle of inclusion. We practice and support a non-discriminatory, racially inclusive and culturally diverse environment for the students of the school.

Noise Level

Emphasis is on quiet voices, slow movement and a calm atmosphere.

- ❖ Children will mimic our movements.
- ❖ Children will mimic our voice level.
- ❖ If children are allowed to choose their work and work in an undisturbed manner, apart from satisfying inner needs and developing their concentration span, their need for unacceptable behaviour will diminish.
- ❖ If we speak softly and in a positive manner, the way in which we ourselves expect to be spoken to, the children will reciprocate with the same.

Positive Strategies

Children “misbehave” if they are bored. We should accept the challenge of reaching the children through the Montessori Materials. A mentally stimulated child is fulfilled.

- ❖ Try new lessons or diversions.
- ❖ Remain calm and most importantly, FAIR.
- ❖ Do not allow injured pride to rule relations.
- ❖ If a child continues to behave unacceptably, remove the student from the situation until he is prepared to behave in an acceptable fashion - suggest a walk or change of environment to calm or redirect the child.
- ❖ NEVER threaten a child physically or emotionally.



Independence

A child lives the rule:

I HEAR AND I FORGET

I SEE AND I REMEMBER

I DO AND I UNDERSTAND

The more we allow children to do for themselves, the more proficient they will become in doing them. Surely it is better to allow a child the time to do the things they are perfectly capable of accomplishing, no matter how seemingly insignificant, thus developing their self-concept, independence and coordination, than to satisfy our selfish need to rush.

- ❖ Show a child how to do things; he can only close a door quietly and hear that last click if he has been shown how.
- ❖ Allow children enough time to finish their task; a young child is in no hurry to go anywhere.
- ❖ Understand their frustration when first undertaking new tasks, but respect them enough to repeat demonstrations rather than take over.

Physical Aspects

Be physically prepared to receive the children. Be sure to have completed any task, which would divert your attention from the children before they enter a room e.g. sharpen pencils, cut paper, etc.

- ❖ Respect their working area and walk around rugs.
- ❖ Remember that what they have chosen to do is as important to them as anything you may be doing.
- ❖ Do not interrupt their cycle of activity unless absolutely necessary.
- ❖ Allow them to choose their work, however trivial - you can always suggest something else after a while.
- ❖ REMEMBER, we are here to serve the children; to satisfy their inner directed needs and channel them towards a productive, well-rounded personality.
- ❖ Do not be afraid of “possible chaos” - allow children to follow with their instinct and work individually - forced group work only leads to dissatisfaction for all parties.



Preferred Practices

The following behaviours and attitudes are expected. Non-compliance could result in documentation, PD seminars, suspension or in serious situations dismissal.

Discipline (Please be aware of Prohibited Practices Policy)

The key factor in dealing with children and controlling day-to-day situations is to have flexibly set limits and to be prepared to adhere to them. Children should be dealt with in a positive, age appropriate manner. Redirection and discussion are the promoted means of encouragement for self-regulation. Think before you speak. Remember consistency and logical outcomes.

General

❖ No physical threats

- No negative physical contact i.e.: no pulling, pushing, holding, hitting
- No facing walls or sitting in the corner
- No isolation or confinement
- No deprivation of food, drink, shelter, clothing, bedding, etc.
- Deliberate harsh or degrading measures are unacceptable
- ALTERNATIVES:
 - Discussion
 - Removal from situation by offering options for change of environment
 - Redirection

❖ No verbal threats

- No sarcasm - not understood
- Do not use unacceptable or inappropriate words - i.e. “bad” and “naughty”
- No use of the word “punishment” - use more appropriate terms “shall we” “let us” “can you”
- Refrain from “empty threats” i.e. “You’ll NEVER use that book again.” Or “You’ll never play with that student again.” Instead, say, “Let’s put the book away until you feel ready to look at it.” Or “Come and stand here with me. You can play sensibly / carefully / gently when you are ready.”
- Think before you speak. Remember consistency and logical consequences



- **ALTERNATIVES:**
 - Fair - pre-set limits
 - Children's actions are unacceptable, not the children
 - Use positive language
 - “don't hit” - “use gentle hands”
 - “don't sit on the table” - “feet belong on the floor; work belongs on the table”
 - “don't shout” - “quiet voice please” or “remember indoor voice”
- ❖ Keep children in view at **all** times - Do not leave an area (classroom / playground) without notifying other adults in the room that you are leaving. Do so only if absolutely necessary. **NEVER LEAVE A CHILD / CHILDREN ALONE**
- ❖ **Voice level**
 - Children should be spoken to respectfully at all times. Use firm, low voice levels
 - Move towards a child whenever possible rather than shouting across a room or the playground
- ❖ **Attitude and Expectations**
 - Be friendly but distant - limits are important and necessary
 - It is important to maintain respect of the child and situation at all times
 - Expect a child to follow through with your request. Make sure and follow through until the task is complete even if compromise maybe necessary
 - “**Child's name**, please pick up your work” -repeat the request then take the hand and attempt together. Failing that, keep the child with you while tidy up is completed. Do not take easy way out and do it yourself. “Can I help you to tidy this up?” “Would you like to pick up the first piece or shall I?”
 - Make sure that requests are reasonable and fair
- ❖ **Respect**
 - Deal with the issue at hand at that time. Further discussion with another teacher may lead to follow up if necessary at a later date.
 - Respect has to be earned for both parties (be firm and fair)
 - Do not interfere when another adult is dealing with a child. Discuss questions/ address confusion later
 - No racially intolerant treatment or comments are permitted



Specific

❖ **Classroom**

- Encourage good manners - i.e. do not interrupt a child, allow them to mimic you, stress “please”, “thank you” and “excuse me”
- Set basic rules and be consistent - i.e. “permission” to leave and responsibility for classroom tidiness
- Allow for independence and individualization. Work towards normalization and self regulation. Respect a child’s need and desires

❖ **Lunchroom**

- Finish some lunch before dessert
- Taste everything before deciding dislikes
- Clean up own area

❖ **Playground**

- Clean up before going inside every time - children mimic adults
- Do not “blow up” small situations into ones that are larger than necessary
 - -logical discussion may work
 - Reminder about acceptable behaviour
 - Sit/stand beside an adult
 - Make a note of the incident, and result

Monitoring Behaviour Management Practices

Workshops, webinars, books, and conversation will all be available for staff who need suggestions for better/alternative reactions to more difficult behaviours.

Classroom teachers and assistants will be both formally and informally evaluated throughout the year.

Staff are expected to discuss continuing or severe deviances from the expected with the office. Every effort will be made to assist staff where needed in bettering behaviour management. Parents will be notified of concerns and communication could begin professional intervention along with any other alternatives. If ANY physical harm is seen to be inflicted upon a child, the staff member will be immediately dismissed.

Annual review and sign off of the Behaviour Management Policies is mandated.



Other Behaviour Management Strategies

“An ounce of prevention is worth a pound of cure.” Keep this thought in mind and you may not need the “last resort” or, discipline infrequently. Remember... it is difficult to maintain a positive outlook if you are not aware of individual personalities and prepared with flexibility, patience and creativity.

Avoid the problem

- ❖ Remain alert to the total situation, classroom, area, playground, etc.
- ❖ Attempt to foresee and forestall potential issues.
- ❖ Make sure the design and set-up in the classroom is working for the children.
- ❖ Consistently reinforce ground rules which have been introduced at the beginning of the year or session (i.e. gentle hands, slow feet, quiet voices, etc.)
- ❖ You are the model and what you do, even more than what you say, will be mimicked.

Emphasize the Positive

- ❖ Notice when things are going well.
- ❖ Remember that the best reward is “POSITIVE ATTENTION”.
- ❖ State directions in a clear, logical and positive way.
- ❖ Give children acceptable tools/materials/strategies to enable them to work out problems among themselves. (Peace table/quiet discussion area).

Say What You Mean And Mean What You Say - Be Consistent

Choices, Commands And Consequences

- ❖ The Do's and Don'ts of showing understanding.
 - You must WANT to listen to the child.
 - You must work to see things the way the child does, their feelings are very real to them.
 - You must remember that feelings can change from one minute to the next.
 - You must trust the child's growing ability in handling feelings and finding their own solutions to problems.



Montessori Learning Centre of Pickering

“Knowledge with Understanding”

- Be careful to avoid criticizing the child.
- Be careful with falsely reassuring or sympathizing with the child.

**OUR JOB IS AN IMPORTANT ONE.
THROUGH THE MATERIALS AND OURSELVES,
WE ARE SHAPING THE PERSONALITIES OF
THOSE WHO WILL REPLACE
THOSE NOW IN POSITIONS OF AUTHORITY**



BASIC MONTESSORI PHILOSOPHY

Noise Level

Emphasis is on quiet voices, slow movement and a calm atmosphere.

- ❖ Children will mimic our movements.
- ❖ Children will mimic our voice level.
- ❖ If children are allowed to choose their work and work in an undisturbed manner, apart from satisfying inner needs and developing their concentration span, their need for unacceptable behaviour will diminish.
- ❖ If we speak softly and in a positive manner, the way in which we ourselves expect to be spoken to, the children will reciprocate with the same.

Positive Strategies

Children “misbehave” if they are bored. We should accept the challenge of reaching the children through the Montessori Materials. A mentally stimulated child is fulfilled.

- ❖ Try new lessons or diversions.
- ❖ Remain calm and most importantly, FAIR.
- ❖ Do not allow injured pride to rule relations.
- ❖ If a child continues to behave unacceptably, remove him from the situation until he is prepared to behave in an acceptable fashion.
- ❖ NEVER threaten a child physically or emotionally.

Independence:

A child lives the rule:

- ❖ I HEAR AND I FORGET
- ❖ I SEE AND I REMEMBER
- ❖ I DO AND I UNDERSTAND

The more we allow children to do for themselves the more proficient they will become in doing classroom activities. Surely it is better to allow a child the time to do the things they are perfectly capable of accomplishing, no matter how seemingly



insignificant, thus developing their self-concept, independence and coordination, than to satisfy our selfish need to rush.

- ❖ Show a child how to do things; he can only close a door quietly and hear that last click if he has been shown how
- ❖ Allow children enough time to finish their task; a young child is in no hurry to go anywhere
- ❖ Understand their frustration when first undertaking new tasks, but respect them enough to repeat demonstrations rather than take over

Physical Aspects

Be physically prepared to receive the children. Be sure to have completed any task, which would divert your attention from the children before they enter a room

- ❖ e.g. sharpen pencils, cut paper, etc.
- ❖ respect their working area and walk around rugs.
- ❖ remember that what they have chosen to do is as important to them as anything you may be doing.
- ❖ do not interrupt their cycle of activity unless absolutely necessary
- ❖ allow them to choose their work, however trivial - you can always suggest something else after a while.
- ❖ REMEMBER, we are here to serve the children; to satisfy their inner directed needs and channel them towards a productive, well-rounded personality.
- ❖ do not be afraid of “possible chaos” - allow children with their instinct and work individually - forced group work only leads to dissatisfaction for all parties.

OUR JOB IS AN IMPORTANT ONE

THROUGH THE MATERIALS AND OURSELVES

WE ARE SHAPING THE PERSONALITIES OF THOSE

WHO WILL REPLACE THOSE NOW IN POSITIONS OF AUTHORITY



BASIC BEHAVIOUR PHILOSOPHY / THE ELEMENTARY CLASSROOM

Some Thoughts on Discipline

- ❖ Be consistent and fair - this age group, particularly 9-12 is very concerned about JUSTICE.
- ❖ Always allow each child in a confrontation to air his/her view. This is the right of every individual and is the cornerstone of DEMOCRACY.
- ❖ If the child has a valid point in a dispute, acknowledge it, but stress that that may be only a part of the issue / something to be dealt with at a later date / does NOT EXCUSE the behaviour.
- ❖ Under no circumstance:
 - DEMEAN the child
 - Make a statement that could be MISCONSTRUED
 - EXAGGERATE a behavioural situation.
- ❖ After DISCIPLINING/DISCUSSION, ask each child if he/she UNDERSTANDS what you have said/done.
- ❖ In the classroom:
 - The child never leaves without asking for PERMISSION.
 - Stress common courtesy / manners. Check lunchroom/table manners (e.g. No talking while chewing)
 - Replace everything in its correct place.
 - If you are too angry / unsure of a logical consequence, inform the child to see you at a later time. Discuss options with supervisor. FOLLOW-UP!
 - NO running, gum chewing, shouting and bad language - the latter is followed up with a phone call to parents, made by the child.
 - Even when upset, try to be civil.... PLEASE!