



The Montessori School of Pullman

115 NW State St, Suite 112
Pullman, WA 99163



pullmanmontessori.org
509.334.4114

Behavior Management and Anti-Bullying Policy

It is important to establish a consistent behavior management program in order to help our children learn techniques for solving their disagreements and problems. Our goal is to teach skills through effective communication, modeling 'I' messages and reflective listening. Good discipline combines caring and fairness with control - Children imitate adult examples and tend to be cooperative with adults who combine caring with fair and steady rules.

This will allow the children to become less dependent on adults when encountering problems or conflicts. There will be **no physical discipline** (spanking, slapping, etc.) administered to any child at any time under any circumstance. The school adheres to the Washington State regulation forbidding corporal punishment.

Establishing Behavior Guidelines: When we begin our school year, behavior guidelines will be stated to the children in a positive manner, and used consistently through the year, to communicate a respect for others and to encourage cooperation.

"We use gentle hands."

"We use a soft voice in our classroom."

"We all care for our room and the materials in it."

"We respect each other by not disturbing others when they are working."

"We ask first before touching the work of others."

"We walk carefully around mats. Only our work is placed on the mats."

"We walk quietly in the hallways or the classroom, including when we are with our family members."

"We line up and stay with our class during transitions."

Step 1: Observation and Documentation: When a child chooses to disregard our guidance and/or our school rules, behavior management measures will be taken in the form of repeating the rules and restating the boundaries to individual children when necessary. Choices are given to the children whenever possible. We will have the child remain by a teacher's side until the child is ready to make appropriate choices. We will have the child watch others for a good example. The teacher will continue to reflectively listen to the child's concerns. We actively listen if a child is upset. To assist the child in communicating their feelings, we try to interpret these feelings and help the child develop vocabulary for effective communication. The teacher will begin to document the behaviors, and share that they are doing this with parents. At this step, parents are expected to document similar behaviors at home. A behavior management conference will be scheduled within seven school days of notifying parents. Written documentation of this first step will be placed in the child's file, and sent home via email.

Step 2: Initial Behavior Management Conference Teachers and parents will share documented behaviors at this conference. Parents and teachers will work together to develop and implement a behavior management plan to ensure consistency for the child of expectations at home and school. Parents and teachers will exchange ideas for helping the child become aware of appropriate choices. A follow up conference will be scheduled within ten school days of this conference. Parents are expected to actively participate in the behavior management plan and the following steps. Failure to do so can lead to disenrollment of the child. Documentation of the agreed upon behavior management will be placed in the child's file, and sent home via email.

Step 3: Follow Up Conference 1 At this meeting, the child's behavior will be discussed. The effectiveness of the implementation of the behavior plan will be discussed. If progress is being made, the plan will be continued. If adequate progress is not being made, additional steps will be discussed, agreed upon and implemented immediately. An example of additional steps might include any combination of the following: short time away from the class e.g. supervised time in the office, shortening the child's day, adding individual support for the child (see Meeting Individual Needs Policy), requesting a screening. Follow up conference 2 will be scheduled within ten school days of this conference. A summary of the follow up conference 1 will be placed in the child's file and sent home via email.

Step 4: Follow Up Conference 2 Parents and teachers will meet to discuss the effectiveness of additional steps agreed upon during the first follow up conference. If adequate progress is being made, the additional steps will continue, as needed, and follow up procedure will be decided. **If the behavior persists, then the child will move into step 5, probationary period.** A summary of the follow up conference 1 will be placed in the child's file and sent home via email.

Step 5: Probationary Period If there is a serious question of whether the child can function happily in this school, the school may set a limited 'probationary' period of up to five school days to try to work out problems. If the behavior persists, and the child continues to disrupt the classroom, destroy classroom property and/or harms either physically or mentally a staff member or child, we will contact parents immediately and request a day away from school. During these five days, parents will be asked to be on call to pick up a child whenever the disruptive, destructive or harmful behavior occurs. At the end of the probationary period, the parents and teacher will hold another conference to make a decision as to what further action should be taken to best meet the needs of the child. At that time, it may be necessary to disenroll the child at the school. At this point, 5 school day notice will be given. A summary of the decision made will be placed in the child's file and sent home via email.

Immediate Disenrollment: In extreme cases, for example, instances where the safety, health and security of the school community is threatened, the school may disenroll the child immediately, without going through any or all of the above steps. The Head of School will offer suggestions and alternative options to facilitate the disenrolled child's transition into another program, and/or for evaluation to see what services might be of help to the family. The parents/guardians of the child will be informed of the immediate disenrollment and the reason why in writing, and this documentation will be added to the child's file.

The above steps are also used in our anti-bullying policy. Specific lessons will be introduced to KG and Elementary children to help them recognize the difference between rude, mean and bullying behavior. Bullying behavior is persistent, continues even after a child has expressed through words or actions that he or she wants the behavior to stop, is intentional and involves a power difference. Bullying can be verbal, (e.g. name-calling), physical (e.g. hitting), and/or relational (e.g. excluding/isolating a child). We will use the above 4 steps to manage bullying, including the final step of immediately disenrolling a child for behavior that threatens the safety, health and security of the school, children and staff.

I understand and accept the conditions of the above policy.

Parent/ Guardian Signature: _____ Date: _____