Appendix 2 – Yarralumla Montessori School
Positive Behaviour Guidance – General Strategies

Work to build a relationship — seize opportunities for real conversation.

Every behavioural expectation and social skill is imparted by modelling, explaining (few words) and reinforcing (acknowledging).

Tactically ignore minor inappropriate behaviour — it is more powerful to model the desired behaviour and explicitly acknowledge it.

Be on the lookout and head off trouble with supportive diversion

Give reminder or direction
- limit has been stated briefly and positively
- adult decides on consequence of non-compliance and states it once (minimum words) as a limited choice “We keep our friends safe, will you play safely here, or play over there by yourself for a while?”
- adult acts immediately and with no discussion

Specific Behaviour Examples

Impulsive, easily distracted
- go to child and quietly redirect (without using name – reducing the likelihood of other children joining a remonstrative chorus), also use body language and shepherding , encouraging words (minimal), hand on shoulder, avoid “Look at me.” etc (touch, quietly say name, wait)
- organise a workspace away from distraction, sit so that child is partly boxed in, think ahead and use your body to block some behaviours
- stepped instructions and insistence on completion — to the extent of helping
- explicitly note how other children are working (look for good models) or feeling

Damaging equipment or spoiling another’s work
- one warning eg “that hurts the blocks” then remove child or the equipment (lift out of reach and fix later)
- the impulsive throw etc — dramatic “NO” and remove material without discussion, turn away, disengage (ideally other adult would move in)

Lying down at group time, taking shoes off etc
- shorten length of group, introduce action game or music
- ignore if possible (eg move child being hurt to another spot, without comment, until end of group)
- acknowledge helpful behaviour of those around (without naming transgressor)
- give child a responsibility eg helping to turn pages

Refusing to come inside or to come out of the sandpit
- give a task, offer choice (“Shall we go on the path or the grass?” with hand extended)

Aggressive behaviour
- make aware of behaviour and rule, “Kicking is not safe; the rule is ….”
- state consequences, “You can play safely or work on the verandah by yourself.”
- apply consequences quickly
- restraint as last resort (“I’ll sit with you until you can play in a friendly way.” “I know you’re upset; I’m holding you until you feel better.”)
- re-assure and encourage victim to strongly say what happened

For repeated inappropriate behaviour
- set firm consistent boundaries “Sorry John, the rule is sitting down to eat”; state 2 or 3
times (blocking in the face of argument), walk away to give “take up time”
• be consistent, repetitive, detached, no eye-contact, don’t use child’s name, walk away
  (neutral voice and body language, “I’ll be back when I’ve …, you can tell me what you
  want to do.”)

**Calming techniques to help through difficult behaviour, raging etc**
• try to engage child in “neutral” behaviour (stand up, pick something up, hold an object,
  etc) that will stop negative behaviour and help child regain control
• use yourself as a visual tool — look like you expect child to respond, hold out hand, wait
  expectantly, use body to show what should not happen, use body to prevent things
  happening (block object, doorway)
• talk less — a simple verbal direction, then be quiet, wait expectantly, keep **showing** child
  what needs to be done
• be aware of eye contact — if attention seems to contribute to problem, look away, move
  away; reduce the audience
• avoid physical injury to child, other children or caregivers