

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