



TRM Behavior Policy

Approved by: TRM Board

Adopted: 6/27/19

TRM Behavior Policy

Our goal is to keep students as functioning members of the group so that the focus stays on learning. Three Rivers Montessori staff utilizes a variety of management and engagement strategies to avoid discipline and preserve relationships. Discipline has consequences. Since one of these consequences is that teaching and learning comes to a halt during discipline, we are committed to implementing strategies that are proven to de-escalate behavior, preserve student/adult relationships and maintain academic engagement. All TRM strategies support these goals. At the same time, it is important for children to be held accountable for their choices and be responsible for responding to staff directions, inquiries and following expectations. Most of the time the adult in charge directly handles inappropriate behavior. When adults operate from influence, students are led to think about their own inappropriate actions or poor decisions instead of blaming the adults around them for their behavior.

Level 1: Behaviors we handle directly include:

- Inappropriate language (cursing)
- Work refusal
- Disrespect, non-compliance
- Lying, cheating
- Teasing, taunting (physical and/or verbal)
- Disruption: excessive talking, making noises or excessive talking out or to peers
- Not prepared for class
- Stealing small classroom items such as pencils, crayons, or paper
- Scuffling/Mild physical aggression (pushing, & shoving that does not require a visit to the nurse)

We may handle a student's behavior by selecting from a range of strategies that fits both our personal style and supports Three Rivers Montessori School's Beliefs & Principles. We believe children should have some control over their lives and learn to make decisions that promote academic and behavioral success.

Some ideas for strategies teachers might try:

- Conversation
 - Fix it plan
 - Restitution
 - Family contract
 - Loss of privilege
 - Basic needs check
-



- Teaching or re-teaching
- Intervention
- Accommodation
- Working walk: a fake errand that allows the student to take a quick break, with a purpose, and at the same time take a little walk
- Recovery and reflection Break

Staff encourages students to have conversations when they are upset or feel as though they are being treated unfairly. This includes times when students feel it is an adult that is treating them unfairly.

When we have conversations around student behavior we strive to help students understand how to connect their choices with the outcomes. This will support them in deepening their ability to make even better decisions in the future. The child's developmental stage and the context of the situation are always considered when making decisions. Students with Individualized Education Plans may require accommodations or modifications to this plan (made in collaboration between classroom teachers and case managers) in order to best meet his/her needs. The IEP will always supersede the school-wide behavior plan.

Adults in a school must balance the needs of the individual with the needs of the group. In order to best meet the needs of all students at times, when the group's needs & ability to learn are in jeopardy, the group needs to come first. We understand that we put the needs of the group first to provide safety and learning for all students. Putting the needs of the group first provides us the necessary time to meet the needs of the individual student as well.

Date Approved: 6-27-19
