Student Discipline

1. Purpose

P3 Urban Montessori is committed to providing a safe, respectful, nurturing, and developmentally appropriate learning environment for all children. Student discipline will focus on teaching self-control, respect for others, responsibility, problem-solving, and appropriate ways to express emotions.

Discipline will be individualized according to the child's age, developmental level, needs, and circumstances. Staff will use positive guidance and consistent expectations to prevent challenging behaviors and help students learn appropriate alternatives.

2. School-Wide Behavior Expectations

All students will be taught and encouraged to practice the following expectations:

1. Respect yourself: Keep your body safe, use appropriate words, and ask for help when needed.
2. Respect others: Keep hands and feet to yourself, use kind words, and respect personal space.
3. Respect the environment: Handle classroom materials appropriately, return work to its place, and help care for the classroom.
4. Practice independence: Follow classroom routines, make appropriate choices, and attempt tasks independently when possible.
5. Solve problems peacefully: Use words, seek adult assistance, and practice taking turns and sharing space.

Teachers will model, explain, and reinforce these expectations daily.

3. Positive Discipline Strategies

Staff will use the following strategies before considering more intensive interventions:

- Redirection: Calmly redirect a child toward a safe or appropriate activity.
- Clear expectations: Give short, specific directions that children can understand.
- Limited choices: Offer two acceptable choices to encourage independence.
- Positive reinforcement: Recognize effort, cooperation, kindness, and responsible behavior.
- Grace and courtesy lessons: Model greetings, turn-taking, conflict resolution, and respectful communication.
- Calming support: Provide a supervised, comfortable area where a child can calm down with adult assistance.
- Natural and logical consequences: Help children repair problems, restore materials, or practice the expected behavior.
- Individual support: Identify triggers and adjust the environment, routine, or level of assistance when needed.

Staff will avoid shaming, threats, humiliation, yelling, and comparisons between children.

4. Progressive Response to Student Behavior

Staff will respond according to the seriousness, frequency, and safety impact of the behavior. The steps below provide a general framework; serious safety concerns may require immediate intervention.

Level	Student behavior	Staff response
1. Minor	Not following directions, interrupting, refusing work, difficulty waiting	Gentle reminder, redirection, modeling, or limited choices
2. Repeated	Repeated disruption, throwing materials, ongoing refusal, difficulty respecting boundaries	Brief individual conversation, guided practice, logical consequence, and documentation when warranted

3. Significant	Hitting, kicking, biting, repeated aggression, damaging materials, or persistent disruption affecting safety	Separate children as needed, supervise closely, notify administration, document the incident, and contact parents or guardians
4. Serious or immediate danger	Behavior presenting an immediate risk of serious injury to the child or another person	Activate the school's safety procedures, obtain administrative assistance, protect children, contact emergency services when necessary, and notify the parent or guardian

Important: A child will not automatically move through every level. Staff may skip steps when immediate safety requires it. A child's developmental disability, communication needs, trauma history, or other individual needs will be considered when determining appropriate supports.

5. Procedures for Common Behavior Concerns

A. Hitting, kicking, biting, or pushing

- Immediately protect the children involved and create a safe space.
- Use calm, direct language: “I will not let you hit. Hitting hurts.”
- Attend to any injury and provide appropriate first aid.
- Help the child identify a safe alternative, such as asking for space or requesting adult help.
- Document significant incidents and repeated patterns.
- Notify parents or guardians in accordance with school policy.
- Develop an individualized behavior support plan if the behavior continues.

B. Tantrums, crying, or emotional outbursts

- Maintain a calm voice and reduce unnecessary verbal demands.
- Move nearby hazards and other children if needed.
- Offer reassurance and a supervised space to calm down.
- Avoid forcing a child to explain feelings while highly distressed.

- Once calm, help the child practice an appropriate communication strategy.
- Record recurring triggers and discuss additional supports with the family.

C. Refusal to follow directions or complete work

- Check whether the child understands the direction.
- Break the task into smaller steps.
- Offer two acceptable choices or a brief movement break.
- Consider whether the activity is developmentally appropriate or whether the child needs additional assistance.
- Avoid power struggles, threats, or withholding essential needs.

D. Misuse of classroom materials

- Stop unsafe use immediately.
- Model the correct way to use the material.
- Have the child participate in restoring the material or environment when developmentally appropriate.
- Temporarily remove access to a material if necessary for safety, with a plan to reteach appropriate use.

E. Repeated classroom disruption

- Track when and where the behavior occurs.
- Identify possible triggers, unmet needs, and successful strategies.
- Communicate with the family and administrator.
- Develop a written support plan with measurable goals and scheduled reviews.

6. Documentation and Parent Communication

Staff will complete a behavior incident report when an incident involves injury, aggression, a significant safety concern, property damage, repeated behavior, or administrative intervention.

Documentation should include:

- Student's name and date/time of incident.
- Location and activity occurring before the incident.
- Objective description of the behavior.
- Staff response and interventions attempted.
- Any injury, first aid, or safety action taken.
- Outcome and follow-up steps.
- Parent/guardian notification and administrator review.

Staff must document observable facts rather than labels such as “bad,” “defiant,” or “out of control.” Information about other students must remain confidential.

Parents or guardians will be contacted promptly for significant safety incidents and repeated behavior concerns. Staff will communicate respectfully and work with families to establish consistent support strategies.

7. Individual Behavior Support Plans

When a child continues to experience difficulty despite consistent classroom interventions, the teacher and administrator may develop an individualized behavior support plan.

The plan should include:

1. The specific behavior of concern.
2. Situations or triggers that may contribute to the behavior.
3. Skills the child needs to learn.
4. Preventive classroom strategies.
5. Appropriate replacement behaviors.
6. Staff responsibilities and parent/guardian collaboration.
7. A method for recording progress.
8. A review date, generally within two to four weeks after implementation.

When appropriate, the school may recommend consultation with qualified early childhood, behavioral, developmental, or special education professionals, with appropriate parent involvement and consent.

8. Parent and Guardian Partnership

Parents and guardians are important partners in supporting positive behavior. The school will:

- Communicate concerns early and respectfully.
- Share strategies that work at school.
- Invite families to discuss relevant developmental or environmental factors.
- Establish reasonable, consistent goals.
- Schedule follow-up conferences when needed.
- Protect family privacy and student confidentiality.

Families are encouraged to inform the school of changes that may affect a child's adjustment, routines, communication, or emotional well-being.

9. Suspension, Removal, and Emergency Safety Measures

Suspension or removal from the learning environment will not be the routine response to developmentally typical behaviors such as crying, tantrums, or difficulty following directions.

Before considering exclusionary discipline, the school will review the child's needs, previous interventions, safety concerns, and applicable legal requirements. Any suspension, shortened day, or other exclusion must be authorized by school administration and consistent with school policy and applicable law.

For children with disabilities, the school will follow applicable IDEA, Section 504, individualized education program, and other legal requirements. The school will not use disability-related needs as a reason for discriminatory discipline.

Corporal punishment, humiliation, withholding food or water, denying toileting access, and using isolation as punishment are prohibited. Physical intervention may be used only when legally permitted, necessary to address an immediate safety threat, and consistent with approved school procedures and staff training. It must never be used for convenience, retaliation, or routine compliance.

10. Staff Responsibilities

Teachers and classroom staff

- Teach and model expectations.
- Use consistent positive guidance.
- Supervise students actively.
- Document significant incidents.
- Communicate concerns to administration.

School administration

- Review significant incidents.
- Support staff in implementing behavior interventions.
- Communicate with families when appropriate.
- Review repeated behavior patterns and support plans.
- Ensure compliance with school policies and applicable law.

Parents and guardians

- Partner with the school in developing appropriate strategies.
- Share relevant information that may support the child's success.
- Participate in meetings when repeated concerns require additional planning.

11. Review and Evaluation

The school will review discipline documentation at least quarterly to identify recurring concerns, assess the effectiveness of interventions, and determine whether additional staff training or classroom adjustments are needed.

The school will also review discipline patterns for possible disparities among student groups and ensure that expectations and interventions are applied fairly.

12. Acknowledgment

I acknowledge that I have received or reviewed the P3 Urban Montessori Student Discipline and Positive Behavior Support Plan.

Parent/Guardian Name: _____

Student Name: _____

Parent/Guardian Signature: _____

Date: _____

Administrator Signature: _____

Date: _____

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