



## Discipline Policy

Safety Harbor Montessori Academy believes that all children desire to be productive, and in control of themselves. We also believe discipline should include acknowledging the child's contributions, respecting his achievements, and praising his progress. To that end, our discipline policy is designed to help our students develop self-discipline and self-respect.

Beginning with orientation, and throughout the school year, the children are made aware of appropriate and considerate behavior, and why these are necessary for the enjoyment and harmony of the group. Through gentle reminders and consistent modeling, the children become sensitive to the needs of others, and develop a respect for their learning environment. When a gentle reminder is not enough the teacher will intervene, respectfully but firmly, to stop the behavior. The teacher will redirect the child towards more positive, productive activity, so that he is able to feel proud of himself and his accomplishment.

If used consistently, this positive approach to discipline is extremely effective with most children. If a child does not respond, parent(s) or guardian will be called for a conference. Through close cooperation between home and school, effective solution can usually be found.

If a child becomes too disruptive to remain in the classroom she will be taken to the office for a conference with the administrator, and her parent(s) will be notified. In the event that a child becomes extremely disruptive, the child's parent (or guardian) will be notified and expected to retrieve the child as soon as it is feasible.

In accordance with state law, children will not be subjected to discipline which is severe, humiliating, frightening, or associated with food, rest, or toileting. Spanking or any other form of physical punishment is prohibited by all Safety Harbor Montessori Academy personal.

While a Montessori environment is normally successful with a very wide range of students, nothing is right for every child. One of our greatest challenges is to be objective, compassionate, yet realistic in considering the needs of each child as a unique individual. When we fail despite our best efforts to work with the child to help him/her meet appropriate behavioral expectations within the school's fundamental ground rules, we sadly and reluctantly must counsel the family to seek out another school setting in which the child can experience success.

By signing this sheet I agree:

1. To support the staff in helping my child to develop appropriate classroom behavior and self-discipline.
2. If my child does not respond to the school's discipline policy after the best efforts of the parents and staff, s (he) must be withdrawn from the school.
3. Grounds for immediate action include dangerous behavior, repeated use of profanity, deliberate destruction of the learning environment, and severe disruption of the class.

**Policy on Biting:** While it is our belief that a young child who bites does so without malice, but rather as an expression of anger and frustration that s (he) is unable to express verbally, it is nonetheless extremely dangerous. A child who bites must be excluded from the group, either temporarily or permanently, depending on the severity of the situation. S (he) also needs to be soothed and comforted, and shown ways to express his/her feelings safely.

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Parent's (Guardian's) Signature

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Date