



## **Behaviour Management Policy**

### **Introduction**

At Living Spring Montessori, we seek to promote positive behaviour in all of our children. We work with all the children and their parents to build self-esteem and to instil a positive self-image. We discourage challenging behaviour by focusing on *what children can do, rather than what they cannot do*. We support all children in our care by helping them to feel secure, make friends and to develop positive dispositions to learning.

### **Aim**

We believe that children develop the best when expectations are clear and developmentally appropriate. We aim to support children in their growing awareness of the needs of others and to help them to understand how to behave in socially responsible and acceptable ways. We support children so that they establish and sustain satisfying relationships within their families, with peers, and with other adults.

### **Methods**

- We have an appointed member of staff responsible for monitoring and assisting in the area of behaviour management. Our named officer, Folashade Biobaku-Odusanya has attended relevant training and she regularly updates her knowledge and skills allowing her to advise, train and supervise her staff members in this area of the children's development; and to ensure that behaviour is managed in a manner appropriate to each child's particular needs and stage of development. She is also the Designated Safeguarding Co-ordinator (DSCO) with the lead responsibility for safeguarding children. All staff members are aware of their responsibility to report to her any concerns they may have in regards to a child and understand that she is available to discuss any safeguarding concerns during nursery hours. In her absence, Charlotte Graham is available. Charlotte Graham is also the Special Educational Needs Co-ordinator (SENCO) and she actively supports the teachers in their day to day care of the children.
- We familiarise new staff, students and volunteers with our behaviour policy and the expectations of promoting positive behaviour and managing unwanted behaviour.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. We give out guidelines for positive behaviour in our induction and these guidelines are also included in our job descriptions and our Staff Code of Conduct.

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- A child centred approach is paramount. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously and work with them collaboratively when deciding how to support their needs. Working Together to Safeguard Children (July, 2018). Always listen to children. We train and support our staff to listen to children and to engage in dialogue with them, in ways appropriate to their age and understanding.
- Staff encourage children to know each other's views and talk about their feelings. We listen closely to what the children tell us and their friends. We also understand the importance of observing non-verbal communication as this can tell us a lot of the child too. Sharing news is an important moment for each child. It is the role of the adult to help each child to feel comfortable to share as well as recognising and understanding the rules for being with others, waiting for a turn for instance. (Development Matters in the Early Years Foundation Stage (EYFS) 2012).
- Children are encouraged to "use their words" to express themselves. The teachers encourage the children's symbolic play, recognising that pretending to do something can help a child express their feelings too. They support the children's expression of feelings through discussions, books, puppets, pictures and videos. When a child is upset at school the teachers can ask the children for ideas on what might make them feel better.

We promote positive behaviour in the following ways:

- Rewarding the behaviour we would like to see by using positive feedback and praise to encourage further effort. We use the positive language approach to praise, which means using "constructive praise": such as saying "you helped me when you carried your bag" rather than "good girl". Praise which is constructive gives the child a very clear message about what *he or she can do* to be helpful.
- Encourage self-discipline and respect for others. We would like the children in our care to grow into adults who behave in a responsible manner even when there is no one around to tell them what to do.
- We encourage children to work together through a variety of activities and materials available in the environment, appreciating that we share values and that we work towards a common goal are all paramount to developing understanding of our interdependence. The Development Matters in the Early Years Foundation Stage (EYFS) 2012 states "encourage children to choose to play with a variety of friends from all backgrounds, so that everyone is being included".
- Setting realistic limits according to age and stage of development; as children grow and develop, our expectations of them change.
- Setting a good example is paramount as young children will notice and usually copy how we behave and what we say. We do our best to role model team work within the Nursery as a whole. The teachers from the different classrooms work together to plan themed activities. It is important that the children see the teachers working together as a team, for example supporting each other to complete a task such as setting up or

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tidying up at meal times. The children love the responsibility of these tasks and it is done daily at our nursery: it states in the Development Matters in the Early Years Foundation Stage (EYFS) 2012, “Teach children to use and care for materials, and then trust them to do so independently”.

- Give encouragement rather than orders and instructions, positive behaviour very often involves explaining why.
- Children feel secure when given clear, consistent boundaries and they know that the teachers mean what they say.
- We encourage children to accept the responsibility of their behaviour (actions have consequences), show initiative and to understand how they can contribute. Grace and Courtesy lessons encourage children to role model the expected behaviour to one another. Maria Montessori believed that the child has a need to know and to absorb the social structures in order to be more at ease in the environment. Grace and Courtesy groups give children the vocabulary, actions and steps required to build awareness and responsiveness towards those around them.
- Building children’s self-esteem. Attention, approval and praise build self-esteem and a child who feels valued is more likely to behave well. If children see that they will get more attention for helpful behaviour, they are less likely to seek attention by misbehaviour.
- We give our children options whenever possible; encouraging them to develop self-confidence and a sense of autonomy. Making decisions is an important component of democracy. We want the children to become responsible, active citizens who participate in democracy and public life with respect for diversity and an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety (Promoting Fundamental British Values as part of SMSC in schools, November 2014). Please see also Living Spring’s Fundamental British Values Policy for more information.
- Staff are aware that children can be harmed by the behaviour of other children; for example, by bullying or by discriminatory behaviour. We encourage children to develop a positive self-image by celebrating the wide range of ethnicities, languages, religions, cultures and family units which make up our school community and indeed the world. We also acknowledge that there are many different styles of learning and different ways of relating to the world. We value, protect and support everyone’s unique contribution to our community.
- Group discussions and asking open ended questions, looking through books, having celebrations all help to broaden the children’s minds. Opportunities to see the world, people and cultures through outings, nature walks, celebrations, songs, books, videos and discussions; “Strengthen the positive impressions children have in their cultures and faiths and those of others in the community, by sharing and celebrating a range of practices and special events” (Development matters in the Early Years Foundation Stage (EYFS) 2012).

- Staff have a responsibility to challenge any discriminatory remarks or behaviour against other staff members, visitors, children and their families. (Please refer to the Equal Opportunity Policy, Safeguarding, Staff Code of Conduct and SEND policy).

We work in partnership with parents in the following ways:

- Parents are given a copy of this policy upon request.
- We also share general information about behaviour management and children's development with the parents in our newsletters and on our parent's notice board.
- Parents are also given information about their child's behaviour during their daily feedback and during our termly parent-teacher meetings. Our assessment summaries and reports have a section for the key person to suggest practical ways to support the child's behaviour and development.
- Parents are encouraged to make an appointment with their child's key person to discuss specific aspects of their child's behaviour and to address any concerns they may have.
- We work together with parents to make sure there is a consistency in the way children are cared for. A consistent approach benefits the child's welfare and helps the child to feel secure.
- We expect parents to inform us of any changes in the child's home circumstances, care arrangements or any other change which may affect the child's behaviour such as a new baby, parents' separation, divorce, new partner, new step-siblings or any bereavement. All information will be kept confidential unless there appears to be a child welfare issue. In the event of a safeguarding issue, a staff member will seek advice from the DSCO and follow the protocol as laid out in the Living Spring Safeguarding Policy.
- All significant incidents are recorded in an incident book. The incident will then be shared with the parents/carers of the child concerned. If necessary, a meeting will be arranged so that we can work together on resolving any behavioural issues.
- Often alongside recording a behaviour incident, teachers will also fill in an ABCD chart as an observation tool. The chart supports the teachers' observations by encouraging them to look at triggers to the unwanted behaviour and is a useful tool in helping teachers discuss as a team what steps they can take to support the child to stop the unwanted behaviour. They are encouraged to reflect on what the child may be getting from the unwanted behaviour (oftentimes attention) and to reflect into ways the child can be encouraged into more positive behaviour. It is helpful to share these forms with the child's parents/carers. Often the steps for support can be incorporated into the child's individual learning plan.
- Every child has the right to be happy and secure at Living Spring Montessori and to be supported when he or she feels vulnerable.
- We aim to provide an environment in which children learn to respect themselves, other people and their environment.

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- We do not restrict children's natural desire to explore and to develop their own ideas and concepts.
- Children are guided away from behaviour which: is dangerous, hurtful or offensive to someone else, is dangerous to the child, will make the child unwelcome or unacceptable to other people or that is damaging to other people's property.
- We will not, under any circumstances, administer any form of punishment, physical or otherwise, with the intention of causing pain or discomfort, nor any kind of humiliating or hurtful treatment to any child in our care. We support and train our staff so that we ensure that corporal punishment is not given by any person at our setting (3.52 Managing Behaviour: Statutory Framework for the Early Years Foundation Stage Statutory). Corporal punishment is never to be used as a threat, nor is it acceptable to threaten any punishment which could adversely affect a child's well-being (3.53).
- We will only physically intervene or restrain a child to prevent an accident, such as in the event of a child running into the road, or for the purpose of averting immediate danger or personal injury to any person (including another child). Any use of physical restraint will be documented and shared with the child's parent/carer on the same day or as soon as reasonably practicable.
- From time to time, children will have difficulty learning to deal with their emotions and feelings and this is a normal part of child development. We will acknowledge these feelings and try to find constructive solutions to whatever difficulty they may be having.
- Distracting and redirecting children's activities are used as a way of discouraging unwanted behaviour.
- Whenever possible, we encourage responsibility by talking to children about choices and their possible consequences. For instance, if it is raining, you need to wear a coat to go outside. If you don't, you get wet or stay inside. Teachers are consistent in implementing the rules.
- To support the children to resolve conflicts, the teachers act as role models and involve the children in finding solutions to problems. Role play is a great way for the children to practice the appropriate language and behaviours when in a conflict. The children are always encouraged to ask a teacher for help if they require more support in a conflict situation.
- Learning to manage own feelings and behaviour and learning right from wrong, can contribute positively to our environment. In the Montessori approach to education, children are given freedom within limits. The limits are the ground rules of the school which ensure the child's safety and well-being. Some examples of the ground rules are: using kind words, walking inside and being polite and helpful to one another.
- We help children maintain their self-esteem by showing we disapprove of the behaviour but not the child.
- Concerns which could identify a particular child are kept confidential and are only shared on a need to know basis; however, if we have concerns about a child's

behaviour which are not being resolved, we will ask for permission from the parents to seek outside advice.

### **Links to the Statutory Framework for the Early Years Foundation Stage 2017: Section 3: The safeguarding and welfare requirements**

Child Protection

Suitable People

Staff qualifications, training, support and skills

Key person

Managing behaviour

Risk assessment

Special education needs

Information and records

### **Legal Framework**

- The Children's Act 2004, 2006
- Safeguarding Vulnerable Groups Act 2006
- Human Rights Act 1998
- Equal Opportunities and discrimination (Equality Act 2010)
- Special Educational Needs and Disability Code of Practice: 0-25 years, January 2015
- Promoting British values as Part of SMSC in School November 2014
- Keeping Children Safe in Education: Statutory Guidance for schools and colleges, September 2018
- Working Together to safeguard Children: A guide to interagency working to safeguard and promote the welfare of children, July 2018
- Development Matters in the Early Years Foundation Stage (EYFS)2012

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