

### **Policy Statement**

We firmly believe that children must never be punished physically, nor subjected to humiliating or abusive statements about themselves, their lifestyles, ethnic background, appearance, or any other aspects of their individuality. We positively encourage children to co-operate in the social life of our community. We aim to give them a clear awareness of what is acceptable behaviour and what is not. We know that inappropriate behaviour almost invariably occurs when the child's fundamental needs are frustrated. Therefore we aim to meet the needs of all the children who come to us in the following ways:

### **Love & Care**

We listen to the children and give plenty of time and attention to each. We always adhere to or exceed the ratios of one adult to four children for two-year-olds and one adult to eight for older children. For new children we take special care, in liaison with their parents and carers.

### **Sense of Security**

Our learning environments are predictable, with the materials for the children organised on low shelves in themed areas, so the children quickly learn to find their way around. This helps to give them a sense of control and independence.

### **Adequate rest and sleep**

We have areas with soft furnishings for rest and quiet activities and we leave the children free to take a rest, sit and think, or observe the other children as they choose. The children have access to a rest area with blankets. Where appropriate we can darken a rest area and ask other children to be quiet and considerate. We may read them a story or sing a soothing song. We monitor sleep times and check any sleeping children regularly.

### **Freedom to explore**

There is a lot to explore at Montessori, both inside and outdoors. This includes exercises of everyday living such as pouring, matching, sorting and transferring activities; sensorial exploration activities; creative activities with various media such as paint, play-dough and

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sand and water; knowledge and understanding of the world including technology; language and literature and number and problem solving.

### **A positive self-image**

We respect children's preferences and give individual children genuine praise where it is due. We value their contributions, such as drawings, things brought for the nature table, etc., in a non-competitive atmosphere.

### **Adults as role models**

We strive to always practise what we preach, by modelling good behaviour. We invite other adults, including parents, to widen the children's perspective and to give them a taste of the reality outside the school. Where possible we incorporate trips outdoors.

### **Consistency in treatment**

All children have free access to the activities on display. There is usually only one of each, so that the children learn to share and wait their turn. We aim to provide equal attention and consistent treatment for all.

### **Boundaries to behaviour**

The limit to the child's freedom is the other children's right to the same freedom, and their safety. For instance, the children have freedom of choice, but they soon learn to complete and return activities to the shelves so that others can use it. The boundaries are social boundaries. We avoid telling children what NOT to do and aim to create a positive language environment for the children. For instance, instead of saying "don't run in the classroom" we may request "gentle walking please." Boundaries are explicitly taught through demonstration and gently but consistently reinforced.

### **Opportunities for self-expression**

We provide 'free-flow' environments (also called 'continuous provision'). This means that children have freedom of choice during most of the sessions. This helps them to develop periods of sustained concentration, when engaged in activities of their choice. In addition there are planned activities in all areas of the curriculum. Children are not obliged to take part in these planned activities if

their interest is elsewhere or if they are not developmentally ready.

### **Opportunities for learning**

There is a wealth of these in our Montessori environment. We regularly observe individual children, to identify their needs and plan and provide appropriate opportunities.

### **Conflicts**

Meeting the children's needs in these ways will prevent some potentially inappropriate behaviour. However, we realise that, in their striving for independence, as a result of not yet being able to verbalise their feelings, as a result of special educational needs or disability, or for reasons we do not understand, children sometimes test the boundaries of acceptable behaviour. In some cases this may include biting, bullying and/or scratching. In general, we deal with a difficult situation as follows, responding calmly but quickly:

- Approach calmly, stopping any harmful actions;
- Acknowledge all children's feelings;
- Gather information from all parties;
- Restate the problem;
- Ask for ideas and solutions and choose one together;
- Be prepared to give follow up support.

Some children are able to apologise. For those who cannot (yet), there is the option of offering the 'Peace Rose' (or another object or a hug) as a gesture.

Any such incidents will lead to an entry in the incident or accident book. Reporting will be done separately to both (sets of) parents on the day, without identifying the other child<sup>1</sup>.

Should a particular child present difficult behaviour on a regular basis, then we give extra observation time to this child to establish:

1. The nature of the behaviour
2. The factors or circumstances triggering it
3. The timings (when does it happen and for how long?)
4. The people involved

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<sup>1</sup> See also our Anti-Bullying Policy (ABP).

### 5. The end (when and how does it stop)

We also give information and seek advice and any additional information from the parents. There may be links to behaviour outside of school and/or changes in family circumstances that cause the child to be under some stress. The results of the observations should help all the adults involved to identify the potential causes of the behaviour and to resolve any issues.

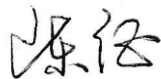
If the parents agree and give us their written permission, then we will seek advice from the **FIS<sup>2</sup>** visiting team, part of the West Sussex Early Childhood Service. **This team is made up of several specialists who refer and advise routes and contacts to support the situation.** Their aim is to help us to give children the best start in life.

Overall, we realise that we work with very young children who have a lot to learn and for whom a good example is paramount. We also realise that we never stop learning ourselves. Above all, therefore, we manage any issues with calm, patience and love.

Initially the child's Key Person and the Setting Management will be involved. Ultimate responsibility for behaviour issues lies with **Jacky Brown, the Manager.**

**Review Date: 01/08/2018**

**Signature:**



### Version Control Record: Behaviour Management Policy

Version Number	Changes Made	Date	Person Responsible
BMP1	Reviewed & updated	01/12/2013	Thea Bredie
BMP2	Reviewed & updated	24/01/2015	Thea Bredie
BMP3	Reviewed & updated	04/01/2016	Thea Bredie
BMP4	Reviewed & updated	19/07/2017	Jason Chen

<sup>2</sup> **FIS stands for: Family Information Service.**



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