

Behaviour Policy

This policy covers:

- Working with children
- Parents & Carers
- Teaching Staff
- Volunteers

This policy has regard to

- The Equality Act, 2010
- SEND Code of Practice, 2015
- Keeping Children Safe in Education, 2023
- Behaviour and Discipline in Schools, January 2016
- Preventing and Tackling Bullying, July 2017
- Use of Reasonable Force in Schools, July 2013
- British Values

Brighton & Hove Montessori School prioritizes meeting children's personal, social, and emotional needs with clear and developmentally appropriate behaviour expectations. We effectively manage behaviour through clear standards and modelling, applicable to all individuals involved in school activities. The policy aims to create a positive learning environment by emphasizing clear expectations and modelling. A calm, safe, and supportive atmosphere is crucial for children's well-being and academic success. We collaborate with parents and caregivers to ensure children's safety and happiness both in and out of school. Key aspects to consider and build upon at school and home are outlined below.

Guidance: School Leadership Team/Staff and where relevant Parents and Carers are required to follow these expectations out of school time.

Clear Expectations: We ensure children understand what is expected of them in terms of behaviour, respect, and participation. This is interpreted through Grace & Courtesy groups and class discussions.

- **'Respect yourself, respect others and respect the environment'**
For example encouraging independence and self-respect as children take ownership of their education, children also learn to respect their own bodies and develop a sense of personal responsibility. Montessori materials are taken from a shelf to a work space and then returned to the shelf ready for the next person. We respect other children's work, walk around floor mats and do not disturb others when they are working.
- **Consistency:** Consistency is key in maintaining a positive environment. Enforce rules consistently and fairly so that children understand the consequences of their actions.
- **Recognition and Encouragement:** Montessori teachers focus on recognizing and acknowledging positive behaviours. This involves praising the child when they

demonstrate desired actions or behaviours, such as being respectful, helping others, or completing a task independently.

- **Modelling Behaviour:** Adults play a crucial role in shaping children's behaviour. Demonstrate the values and behaviours you expect from them. Be a positive role model in terms of respect, kindness, and cooperation.
- **Problem-solving and Conflict Resolution:** Teach children effective problem-solving skills and conflict resolution techniques. This empowers them to resolve issues independently and peacefully.
- **Open Communication:** Encourage open communication between children and adults. Create an environment where children feel comfortable expressing their thoughts, concerns, and emotions.
- **Individualised Support:** Recognise and address the unique needs of each child. Tailor your approach to provide individualised support, considering factors such as learning styles, interests, and any challenges they may be facing.
- **Emotional Well-being:** Foster emotional well-being by creating opportunities for expression and self-reflection. Teach children about emotions and provide tools for managing stress or frustration.
- **Collaboration with Parents/Carers:** Maintain open lines of communication with parents or carers. Keeping them informed about their child's behaviour and progress allows for a unified approach to support the child's development.
- **Regular Assessments and Adjustments:** Periodically assess the effectiveness of our strategies and be willing to make adjustments. Flexibility in our approach can help in addressing the evolving needs of the children. We also ensure that all new members of staff have behaviour management guidance and support when they join the school.

By combining these elements, we contribute to a positive and nurturing environment where children not only learn academically but also develop important social and emotional skills that will benefit them throughout their lives.

We require the School Leadership Team to:

- keep up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development; and to check that all staff understand and promote positive behaviour. We provide updates and discussion groups during our inset training days.
- In dealing with any unacceptable behaviour, it is essential for staff to ensure that children understand why their behaviour is unacceptable and their own responsibility in the matter.

To do this it will be necessary to discuss the situation with the child either immediately or as soon as possible after the matter. In extreme or repeated situations, other staff and parents may be brought into discussions. Where there is repeated or serious concern about a child's behaviour, parents must be informed, and their support sought. It is recognised that the reasons for bad behaviour are often complex and that high emotions can make immediate resolutions difficult. It may be appropriate in some circumstances to remove a child from the immediate situation. This must be done if it is in the child's own interest or for safety of the child or others. This should not be seen as a sanction.

Sanctions should only be given if the reason for giving them is understood by the child.

Strategies with children who engage in inconsiderate behaviour:

- We require all staff, volunteers, and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence, and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We never deprive children of food or drink.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and /or serious damage to property.
- The School has a Positive Handling Policy and Procedure which should be referred to when necessary
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Lead Teacher and Head of School and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger, or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies –blowing up, shooting etc., and that themes often refer to ‘goodies and baddies’ and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of ‘teachable moments’ to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as ‘bullying’. For children under five, hurtful behaviour is momentary, spontaneous, and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.

Therefore, we help this process by pre-emptying difficulties and offering support to calm the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child to be able to manage his or her own feelings.

- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them using simple language at their level of understanding and offering a hug or to work near to a trusted adult or friend. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings –e.g. 'When you hit Adam, it hurt him, and he didn't like that, and it made him cry'.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy e.g. 'I can see you are feeling better now, and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'
- We are aware that the same problem may happen over and over before skills such as sharing, and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama, and stories. We build self esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and
 - the child has a developmental condition that affects how they behave, we would work with the family to support the child's needs and if necessary make a referral to the local behaviour support team.

Working with children

- All children need freedom to experiment, learn, develop and to be valued and respected as individuals.
- At no time and in no way is a child labelled by using negative words or actions.

Parents & Carers

- At all times, the teaching staff will endeavour to work with parents and/or carers in partnership to aid the child's development. We ask children to be responsible for their behaviour both in and out of school, we would ask you as parents to ensure your children are behaving as they should in a public park, taking into consideration the other park users.

Teaching Staff

Staff are expected to:

- treat each other with respect and follow the guidance in the relevant policies and procedures together with their contract of employment.
- present a good role model for the children in their care.
- provide stimulating and appropriate activities to prevent boredom which may cause some forms of difficult behaviour
- to convey to the children that it is negative behaviour that is unacceptable and not the children themselves.

Children's House

One of the great benefits of the Montessori approach is that children have the opportunity to learn how to behave in a social situation from other children slightly older than themselves. Staff also maintain an ethos of positive guidance at all times. Here are some techniques that we use when dealing with challenging behaviour:

1. Positive intervention and gentle redirection.
2. Modelling good behaviour.
3. Practising social skills through drama and role play.
4. Talking things through.
5. Observing other children with adults.
6. Short pause to calm down.

Elementary Class

Staff maintain an ethos of positive guidance at all times. Here are some techniques that we use when dealing with challenging behaviour:

1. Providing the child with clear and consistent parameters and expecting children to comply with the rules laid down for the co-operative running of the class.

2. Talking things through with the individual child and as a whole class.
3. Short pause to calm down
4. Positive intervention and distraction.
5. Modelling good behaviour.
6. Talking things through.
7. Observing other children with adult.

Removal at Request of School

If the child continues to be disruptive and refuses to comply with staff then parents will be contacted to collect the child for the remainder of the day.

If this behaviour persists given that all other avenues have been tried then this would move to the procedure below of Removal.

If the child's behaviour is disruptive or potentially puts other children or members of staff at risk the School will advise the Parent and if no effective remedial steps are available and if, in the professional judgement of the SLT and Governors and after consultation with the parents, it is decided that the School cannot provide adequately for a child's behaviour, the parent will be asked to withdraw the child without being charged Fees in lieu of notice.

Staff are required to follow the guidelines of their Local Educational Authority when dealing with cases of suspected child abuse.

Other relevant policies:

Child Protection and Safeguarding

Online Safety Policy

Onedrive/governance/P&P/7bCPOnlinesafety

Behaviour Management Procedure and Guidance

Onedrive/governance/P&P/11Behaviourprinciples

Antibullying Policy

Onedrive/governance/P&P/11aAntibullying

Positive Handling Policy

Onedrive/governance/P&P/11bPositivehandling