



Behaviour Policy

At Oaklea Montessori we recognise the rights of children and adults to be treated with respect, consideration, safety and courtesy. The Montessori approach and the EYFS champion the rights of each individual valuing the unique child, building positive relationships, providing an enabling environment and focussing on personal, social and emotional development. The Montessori approach recognises that intrinsic motivation is fundamental to growing self-discipline. Acting and behaving well towards one another promotes a fulfilled life for the individual and benefits the society in which they live. The Montessori approach is inherently polite and courteous which develops in all children the capacity to be strong and resilient members of society.

Revised EYFS key themes and commitments

- (EYFS 1.6) Communication & Language. “to develop children's confidence & skills in expressing themselves & to speak & listen in a range of situations”
- (EYFS 1.6) Physical development. “to provide opportunities for young children to be active & interactive & to develop their co-ordination, control & movement”.
- (EYFS 1.9) “Play is essential for children's development, building their confidence as they learn to explore, to think about problems & relate with others”.
- EYFS 1.11) “The key person must help to ensure that every child's learning & care is tailored to meet their individual needs. The key person must seek to engage and support parents/carers in guiding their child's development at home”.
- 3.52 Providers are responsible for managing children's behaviour in an appropriate way. Providers must not give corporal punishment to a child and must make reasonable steps to ensure that corporal punishment is not given by any person caring for a child.

- Providers must keep a record of any occasion where physical intervention is used and parents/carers informed the same day.
- Providers must not threaten corporal punishment and must not use or threaten any punishment which could adversely affect a child's well being.

Effective Practices

Our designated Behaviour Management Co-ordinators who oversee and evaluates behaviour management practices in the nursery are **Dawn Lewis, Hanni Heather & Laura Grosvenor.**

Staff

Staff will support **the named Co-ordinators above** by discussing behavioural issues at room meetings and staff meetings. Room leaders will inform them of any concerns.

- Staff consistently use the **Language Policy** (see separate policy document) to affirm positive behaviour and behavioural expectations. The Language Policy underpins all aspects of behaviour management.
- Staff promote an environment where children develop a positive self-image and self-esteem.
- Staff promote an environment where children are introduced to having a sense of understanding and empathy for others.
- Staff promote an environment where children have self confidence and can say, "No".
- Staff encourage children to establish positive relationships with their families, peers and other adults.
- Staff encourage the development of social skills such as problem solving, turn taking and negotiation
- Staff model positive behaviour, courtesy and respect at all times
- Staff work with parents to build respect and consideration
- Staff allow children and adults to feel valued, listened to and respected at all times
- Staff may identify in children's behaviours a developmental *need* to move in a particular way. These can be understood as 'schemas',

such as moving in a horizontal trajectory (hitting/kicking); "squeezing" (pinching/biting) and provide appropriate activities for the child to express that schema appropriately (see language policy)

- Children's needs are observed and addressed in order to eliminate the circumstances from which negative behaviour may arise. This involves a variety of strategies, for example, using the outdoors or provision, appropriate materials and resources to satisfy the needs of the child
- In extremely rare events, physical intervention used to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour must be witnessed, recorded and parents/carers informed.
- All concerns regarding behaviour should be brought to the attention of the key person in the first instance and then the room leader and the Behaviour Management Co-ordinator, if appropriate

Parents

- Parents are invited to partner with staff to ensure that everyone is treated with respect, consideration and courtesy
- Parents are invited to partner with staff to support and empower children
- A copy of the Language policy is available to parents on request
- A copy of 'Helping Your Child At Home: Hitting/Kicking/Biting' is available on request

Children

All children are encouraged to be strong, resilient and have a voice that is listened to whilst having an understanding and empathy for others

- Children are encouraged to be kind, friendly, helpful and thoughtful
- Children are encouraged to keep themselves and others safe
- Children are given opportunities to affirm and celebrate the actions of others
- Children are offered secure attachments with the staff (especially their key person) who offer them positive and unconditional regard and care

- Children are included in group discussions about grace, courtesy and behavioural expectations
- Children are encouraged to resolve disputes for themselves, with a supportive adult nearby
- Circle times and use of persona doll will be opportunities for children to consider for themselves what is and is not acceptable behaviour.
Children are able to identify with situations without direct reference to specific individuals

Challenging Behaviour: Strategies

- Staff will encourage the children to resolve incidents for themselves, where possible, by acting as a facilitator between the individuals. The member of staff will remain impartial and supportive
- When emotions are running high, an individual will be given ‘thinking time’ away from the point of conflict, supported by an adult, to provide space and calm. Once calm, the child will be allowed the opportunity of understanding how he/she should have approached the situation and what was unacceptable about their behaviour. Challenging behaviour is explained and discussed. Strategies are suggested /modelled for future use. An apology is invited.
- Behaviour strategies are age appropriate , 0-2, 2-3, 3-5
- All incidents will be recorded on the ‘Accidents, **Incidents**, Sickness and Medication’ form. Incidents are also noted in ‘Connect – Event Log’ so that an individual’s history of behavioural incidents can be tracked and monitored.
- Observations will inform planning to promote positive behaviour (ABC- Antecedent, Behaviours & Consequences)
- Key person will work with parents and the child to develop strategies to support a child and his/her family with persistent behavioural challenges. A Behaviour Plan may be implemented.
- If behaviour becomes dangerous or unacceptable, staff will *always* ask a colleague for support.
- Children needing to be restrained are held appropriately and with kindness. This will *always* be supervised by a senior member of staff, who has been trained. An incident form will always be completed so that parents are made fully aware of the event.
- If a staff member feels that they may respond in anger or inappropriately, they will *always* seek support from a colleague and inform a senior member of staff of their responses.