



BEHAVIOUR MANAGEMENT POLICY

Version: 1

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1. Statement of Intent

At Rawdah Montessori School (RMS), we believe that true learning and human flourishing arise in an environment that promotes respect, self-discipline, and peace. Guided by the Montessori philosophy and rooted in the moral values of Islam, our approach to behaviour management prioritises character development, intrinsic motivation, and empathy over compliance and control.

In line with Dr. Maria Montessori's insight that "discipline must come through liberty," we recognise that children learn best when they feel respected, safe, and engaged in purposeful activity. Our staff, in partnership with parents, act as moral guides and role models, demonstrating the values of honesty, patience, kindness, and respect (adab) in every interaction.

2. Our Aims

Our behaviour policy aims to:

- Promote Character Education: Help children develop virtues such as self-control, empathy, resilience, honesty, and gratitude.
- Foster Self-Discipline: Support children to regulate their own behaviour through reflection and understanding, rather than external punishment.
- Respect Individuality: Recognise that all behaviour is a form of communication and that each child brings their own temperament, background, and needs.
- Build a Peaceful Community: Model and encourage conflict resolution based on mutual respect, calm dialogue, and reconciliation.

We teach children to follow our three core behavioural commitments, grounded in Montessori practice:

1. Respect for Self – caring for one's body, voice, and emotions.
2. Respect for the Environment – using materials purposefully and returning them to their place.

3. Respect for Others – treating all people with compassion and dignity.

3. Role of Staff

All staff at RMS are expected to embody the values they wish to cultivate in children. As Montessori guides, their role is not to control behaviour through rewards and punishments but to prepare the environment and offer guidance that enables children to make thoughtful, ethical choices.

The Headteacher is the designated lead for behaviour management. She will:

- Provide training to ensure all staff understand Montessori principles and restorative practices.
- Monitor behavioural incidents to identify patterns and ensure a consistent, values-driven response.

4. Encouraging Positive Behaviour

Positive behaviour is encouraged through:

- Grace and Courtesy Lessons: Embedded in the Montessori curriculum, these lessons help children understand social expectations and respectful communication.
- Freedom Within Limits: Children are given autonomy appropriate to their stage of development, within boundaries that ensure safety and respect.
- Modelling: Staff consistently demonstrate respectful, gentle, and compassionate interactions.
- Acknowledgement: Staff acknowledge effort, persistence, and acts of kindness, reinforcing the child's sense of moral identity.

Children are also given opportunities to contribute to classroom rules and participate in discussions about justice, fairness, and responsibility.

5. Responding to Challenging Behaviour

We understand that misbehaviour is often a sign of unmet needs, emotional distress, or developmental challenges. Our response focuses on guidance, understanding, and support rather than punishment.

Staff will:

- Redirect children toward meaningful activity.
- Use calm, clear language to explain the impact of actions.
- Avoid shouting, shaming, or isolation.
- Guide children in making amends and reflecting on their choices.

Montessori-Inspired Intervention – “Glueing”

If a child is dysregulated or struggling to follow boundaries, they may be asked to stay close to a staff member until they are calm and ready to return to independent work. This respectful limitation allows for emotional regulation while preserving inclusion in the community.

Physical Intervention is only used when there is a serious and immediate risk to the child or others. All such instances are recorded and shared with parents the same day.

6. Partnership with Parents

Working closely with parents is essential to developing consistency and trust. We recognise that families are a child’s first educators and value their insight and collaboration.

We will:

- Inform parents promptly of any significant incidents.
- Invite parents to work with staff on shared strategies when persistent behaviour arises.
- Offer guidance on parenting approaches that align with Montessori and Islamic principles.
- Create Individual Character Plans (ICPs) for children needing additional support, based on observation, dialogue, and collaboration.

7. Persistent or Serious Behavioural Concerns

Where a child consistently exhibits behaviour that endangers others, disrupts learning, or reflects deep emotional distress, additional steps may include:

- Creating a tailored Behaviour Intervention Plan with input from the lead teacher, Headteacher, and parents.
- Conducting risk assessments to ensure safety for all.
- Temporarily removing a child from a particular environment to help them reset.

Temporary Exclusion may be considered when:

- Behaviour poses a risk to others or the child.
- All other strategies have been exhausted.
- A pause is needed to plan effective support.

Fees remain payable for exclusions up to 5 days where staff are actively working on reintegration planning.

Permanent Exclusion is a last resort. It will only be pursued after exhaustive attempts to resolve the issue and with full consideration of the child's best interests and the wellbeing of the school community. Final decisions rest with the Headteacher.

8. Anti-Bullying Approach

Bullying is incompatible with our vision of a peaceful Montessori environment. We define bullying as repeated, intentional behaviour that causes physical, emotional, or social harm.

We teach children:

- To express feelings respectfully and assertively.
- That hurting others—physically or verbally—is unacceptable.
- To make peace and repair harm through reflection and dialogue.

Staff are trained to:

- Intervene early and sensitively.
- Encourage inclusive play and purposeful activity.
- Facilitate reconciliation meetings when appropriate.
- Ensure all concerns are taken seriously and dealt with confidentially.

Where appropriate, restorative practices are used to rebuild relationships and promote understanding.

9. Integration with Montessori Curriculum and Islamic Values

This policy aligns with our curriculum focus on:

- Grace and Courtesy: Teaching children the habits of consideration, humility, and cooperation.
- Practical Life Activities: Developing responsibility, care for the environment, and self-control.
- Islamic Values: Teaching love for others (ḥubb), gratitude (shukr), justice (‘adl), and sincerity (ikhlāṣ).

Our vision is to help children not only learn what is right but become people who choose what is right – because they believe in it, feel it, and live it.

Review and Monitoring

This policy will be reviewed annually or in response to changes in legislation, staff feedback, or the needs of the school. Behaviour incidents are reviewed termly in Senior Leadership Team meetings.

Related Policies:

- Safeguarding Policy
- Anti-Bullying Policy
- Risk Management Policy
- Additional Learning Needs Policy
- First Aid and Accident Policy

Individual Character Plans (ICPs) for children needing additional support, based on observation, dialogue, and collaboration.

Individual Character Plan (ICP): A Montessori Approach

Child's Name: _____

Date of Birth: _____

Guide's Name: _____

Date of Plan Start: _____

Date of Review: _____ (Typically 6-8 weeks)

Montessori Tenet: *"The child is both a hope and a promise for mankind."* - Maria Montessori.

This plan is a living document created to understand and support the whole child, honoring their unique spirit and potential.

Part 1: The Whole Child – Gathering Perspectives

This section is filled out through observation and dialogue with the child, family, and other guides.

1. Voice of the Child:

- *What brings you joy in the classroom?* (e.g., "The pink tower," "painting," "my friends")
- *What work feels tricky or challenging for you right now?* (e.g., "The sound box," "sitting at circle time")
- *What helps you do your best work?* (e.g., "Working by myself," "having a lesson first," "a quiet space")

2. Voice of the Family:

- *What are your child's strengths and passions at home?*
- *What does your child find challenging outside of school?*
- *What are your hopes and goals for your child's social, emotional, and academic growth this year?*
- *Is there anything happening at home we should be aware of to better support your child?*

3. Guide's Observations (Narrative & Anecdotal):

- **Focus & Engagement:** Describe the child's typical work cycle. Do they struggle to choose work? Deeply concentrate? Flit between activities?
- **Social Dynamics:** How do they interact with peers? (e.g., parallel play, collaborative work, seeks adult help, leads, follows, resolves conflicts)

- **Executive Functioning:** Observations on organization, care of environment, sequencing a multi-step work, and time management.
- **Areas of Sensitivity:** Note any sensitivities (e.g., loud noise, touch, frustration with imperfection, social dynamics) observed.
- **Mastery & Confidence:** Note areas where the child shows confidence and independence.

Part 2: Identifying Strengths & Areas for Support

Area of Development	Observed Strengths & Interests ("What is going well?")	Observed Challenges & Opportunities for Growth ("What are we working on?")
Practical Life (Independence, order, coordination)	e.g., Cares for plants, pours gracefully, loves food prep.	e.g., Puts work away inconsistently, rushes and spills.
Sensorial (Refinement of senses, discrimination)	e.g., Loves the binomial cube, matches colors perfectly.	e.g., Struggles with grading by touch (e.g., touch tablets).
Language (Oral, writing, reading)	e.g., Has a rich vocabulary, loves story time.	e.g., Hesitant to sound out words, letter sounds not yet secure.
Mathematics (Quantity, symbol, association)	e.g., Enjoys counting and number rods.	e.g., Finds the decimal system materials overwhelming.
Cultural & Sciences (Connection to world)	e.g., Asks deep questions about space, loves puzzle maps.	e.g., Finds group projects challenging.
Social-Emotional (Grace & Courtesy, self-regulation)	e.g., Says "please" and "thank you," shows empathy.	e.g., Finds it hard to take turns, becomes frustrated and cries when work is difficult.
Motor Skills (Gross & Fine)	e.g., Runs with balance, uses scissors well.	e.g., Pencil grip is tight and tires hand quickly.

Part 3: Collaborative Goal-Setting & Strategies

Based on the observations above, choose 1-3 primary focus areas for this plan period.

Focus Area 1: [e.g., Extending the Work Cycle / Deepening Concentration]

- **Goal:** The child will engage in a self-selected work for a sustained period of 20-30 minutes.
- **Montessori Strategies:**
 - Offer limited, attractive choices between 2-3 works they have mastered.
 - Ensure preliminary lessons (e.g., rolling a mat, carrying a tray) are solid.
 - Use non-verbal cues (a gentle hand on shoulder) instead of verbal interruption.
 - Observe to identify their "trigger" work—the one that captures them—and ensure it is available and pristine.
- **Person Responsible:** Primary Guide

Focus Area 2: [e.g., Social Collaboration / Conflict Resolution]

- **Goal:** The child will use words to express their needs to a peer (e.g., "I'm not done with that yet," "Can I have a turn next?") instead of grabbing or crying.
- **Montessori Strategies:**
 - Re-present Grace and Courtesy lessons specifically: "How to ask for a turn," "How to watch a friend's work."
 - Role-play scenarios during a small group lesson.
 - Guide them through the peace table process when a conflict arises.
 - Use positive reinforcement: "I saw how you used your words to ask Luca for the sponge. That was so respectful."
- **Person Responsible:** All Guides

Focus Area 3: [e.g., Foundational Academic Skill]

- **Goal:** The child will confidently identify the primary sounds of 8-10 sandpaper letters.
- **Montessori Strategies:**
 - Offer a 3-period lesson on 2-3 known letters to build confidence.
 - Introduce one new sound at a time using a multi-sensory approach (sandpaper letter, I-Spy sound game, writing in sand).
 - Pair with a slightly older "buddy" for sound games.
 - Recommend activities to family that support this (e.g., "I-Spy" on the car ride home).
- **Person Responsible:** Primary Guide

Part 4: Implementation & Review

Environmental Modifications & Supports:

- Designated quiet space available (e.g., a cozy corner or peace table).
- Work rug placed in a lower-traffic area of the classroom.
- A "visual schedule" or "choice board" created for the child, if needed.
- Specific works placed on shelf in view to spark interest.

Team Collaboration:

- **Primary Guide:** Responsible for daily implementation and observation.
- **Assistant(s):** Understands goals and uses consistent language and strategies.
- **Head of School:** Informed and available for support and resources.
- **Family:** To support at home by [e.g., providing opportunities for choice, practicing turn-taking games, playing sound games].

Review Date: _____

- **Progress Notes:** (To be filled at review)
- **Next Steps:** Continue plan? Modify goals? New focus areas?
- **Family Feedback on Progress:**

Guidance for Using This Template:

1. **Observation First:** Spend 1-2 weeks gathering detailed observations before even starting to fill this out. Use a notebook or sticky notes to record what you see.
2. **Collaborative Meeting:** Schedule a meeting with the child's family to complete Part 1 together. This is a *dialogue*, not a report. Listen more than you talk.
3. **Keep it Simple:** Start with just **one** key focus area if the child has many needs. Success in one area builds confidence for others.
4. **Child-Centric Language:** When talking to the child about their plan, use positive and empowering language. "We're going to find more works that you love!" or "Let's practice being a great communicator with your friends."
5. **Living Document:** Keep this plan in a handy but private place. Refer to it daily to remind yourself of your strategies. Update it with small notes as you go.
6. **Celebrate Growth:** The review is as much about celebrating effort and progress as it is about assessing goals. Share these celebrations with the child and their family.

Review of Policy Dates

REVIEW DATE	REVIEWED BY	SIGNED OFF
31 Oct 2025	Governing Body	Chair: Sohaib Tanvir
	Headteacher	tbc on appointment
Next Review Date	Governing Body	Chair:
31 Oct 2026	Headteacher	