

## **Rawdah Montessori Primary School Behaviour Management Policy**

**Version:** 2.0

**Reviewed:** October 2025

**Next Review Due:** October 2026

### **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.

This policy should be read in conjunction with the:

- **Safeguarding and Child Protection Policy**
- **Anti-Bullying Policy**
- **SEND Policy**
- **Staff Code of Conduct**
- **Home-School Agreement**
- **Equality and Diversity Policy**
- **Physical Intervention Policy** (where applicable)

## 2. Legal Framework

This policy is guided by the following legislation and guidance:

Legislation / Guidance	Relevance
<b>Education Act 2011</b>	Gives teachers powers to discipline pupils and use reasonable force .
<b>Equality Act 2010</b>	Protects pupils from discrimination and requires schools to make reasonable adjustments for disabled pupils .
<b>Children Act 1989</b>	Places a duty on schools to safeguard and promote the welfare of children.
<b>Keeping Children Safe in Education (KCSIE) 2025</b>	Part Two sets out safeguarding duties, including the need to consider behaviour as a safeguarding concern .
<b>DfE Guidance on Behaviour in Schools (2024)</b>	Provides advice on developing a whole-school behaviour policy and managing suspensions and exclusions .
<b>DfE Guidance on Use of Reasonable Force (2013)</b>	Advises schools on the use of force to control or restrain pupils .
<b>SEND Code of Practice (2015)</b>	Recognises that behaviour may be a manifestation of unmet special educational needs .

### 3. Our Aims

Our behaviour policy aims to:

Aim	Description
<b>Promote Character Education</b>	Help children develop virtues such as self-control, empathy, resilience, honesty, and gratitude.
<b>Foster Self-Discipline</b>	Support children to regulate their own behaviour through reflection and understanding, rather than external punishment.
<b>Respect Individuality</b>	Recognise that all behaviour is a form of communication and that each child brings their own temperament, background, and needs.
<b>Build a Peaceful Community</b>	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.

## 4. 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. They 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.
- Liaise with parents and external agencies where additional support is needed.

All staff must:

- Model respectful, gentle, and compassionate interactions.
- Respond to behaviour in a calm, consistent, and fair manner.
- Record and report significant incidents in line with school procedures.

## 5. Encouraging Positive Behaviour

Positive behaviour is encouraged through:

Strategy	Description
<b>Grace and Courtesy Lessons</b>	Embedded in the Montessori curriculum, these lessons help children understand social expectations and respectful communication.
<b>Freedom Within Limits</b>	Children are given autonomy appropriate to their stage of development, within boundaries that ensure safety and respect.
<b>Modelling</b>	Staff consistently demonstrate respectful, gentle, and compassionate interactions.
<b>Acknowledgement</b>	Staff acknowledge effort, persistence, and acts of kindness, reinforcing the child's sense of moral identity.
<b>Classroom Agreements</b>	Children contribute to developing classroom rules and participate in discussions about justice, fairness, and responsibility.

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

## 6. 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.

### 6.1 Initial Response

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.

### 6.2 Guided Regulation (The "Glueing" Approach)

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.

### 6.3 Restorative Conversations

Where harm has been caused, staff will facilitate a **restorative conversation** to help the child:

- Understand the impact of their behaviour.
- Take responsibility.

- Make amends and rebuild relationships.

## 6.4 Physical Intervention

Physical intervention is used **only** when there is a serious and immediate risk to the child or others. Any such incident will:

- Be recorded in full.
- Be shared with parents the same day.
- Be reviewed by the Headteacher to prevent recurrence.

Staff are trained in positive handling techniques in line with DfE guidance .

## 7. 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 (see Appendix A).

Parents are expected to:

- Support the school's behaviour policy and reinforce its principles at home.
- Communicate openly with staff about any factors that may affect their child's behaviour.
- Work collaboratively with the school to address any concerns.

## **8. Persistent or Serious Behavioural Concerns**

Where a child consistently exhibits behaviour that endangers others, disrupts learning, or reflects deep emotional distress, additional steps will be taken.

### **8.1 Behaviour Intervention Plan**

A tailored **Behaviour Intervention Plan** will be developed in partnership with:

- The class teacher (Guide)
- The Headteacher
- Parents
- External agencies (where appropriate)

The plan will include:

- Clear descriptions of the behaviour of concern.
- Agreed strategies and support.
- SMART targets for improvement.

- A review date.

## **8.2 Risk Assessment**

Where behaviour poses a risk to safety, a **risk assessment** will be conducted to ensure appropriate safeguards are in place.

## **8.3 Temporary Removal from the Environment**

In some cases, it may be necessary to temporarily remove a child from a particular environment to help them reset. This is not a punishment but a supportive measure. Parents will be informed, and the child will be reintegrated as soon as possible.

# **9. Suspension and Permanent Exclusion**

In line with DfE guidance for independent schools, the school reserves the right to suspend or permanently exclude a pupil in the most serious circumstances .

## **9.1 Suspension (Fixed-Term Exclusion)**

Suspension may be considered when:

- Behaviour poses a significant risk to the safety of the child or others.
- A serious breach of the school's behaviour policy has occurred.
- All other strategies have been exhausted, and a pause is needed to plan effective support.

**Procedures:**

- The Headteacher makes the decision to suspend.
- Parents are informed immediately in writing, stating the reasons, duration, and arrangements for reintegration.
- Fees remain payable during suspension (up to 5 days) where staff are actively working on reintegration planning.
- Reintegration meetings are held to plan the child's return.

## **9.2 Permanent Exclusion**

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.
- The wellbeing and safety of the school community.
- The duty to provide an education for all pupils.

**Procedures:**

- The Headteacher makes the decision to permanently exclude, following a thorough investigation.
- Parents are informed in writing, including details of the reasons for exclusion and their right to make representations.
- The school will support parents in finding an alternative placement.

## 10. 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**, involving a real or perceived power imbalance .

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.

**For full details, refer to the separate Anti-Bullying Policy.**

## 11. Behaviour and SEND

We recognise that some behaviours may be a manifestation of unmet special educational needs or disabilities. Where this is the case:

- The school will make **reasonable adjustments** to support the child .

- The **SEND Policy** and **Individual Character Plan (ICP)** will guide support.
- External agencies (e.g., educational psychologist, speech and language therapy) may be involved.
- Behaviour will not be punished where it arises from the child's disability, unless it poses a risk to others and all reasonable adjustments have been made .

## 12. Behaviour and Safeguarding

Challenging behaviour can be an indicator of underlying safeguarding concerns. Where staff have concerns about a child's welfare, they will:

- Discuss with the **Designated Safeguarding Lead (DSL)** .
- Follow the **Safeguarding and Child Protection Policy**.
- Record concerns on the school's safeguarding system.

## 13. Recording and Monitoring

- All significant behavioural incidents will be recorded on the school's **Behaviour Log**.
- The log will include:
  - Date and time
  - Description of the incident
  - Action taken
  - Parents informed (yes/no)
- The Headteacher will review the log termly to identify patterns and evaluate the effectiveness of strategies.
- Records will be stored securely in line with the **Data Protection Policy**.

## 14. Integration with Montessori Curriculum and Islamic Values

This policy aligns with our curriculum focus on:

Focus	Description
<b>Grace and Courtesy</b>	Teaching children the habits of consideration, humility, and cooperation.
<b>Practical Life Activities</b>	Developing responsibility, care for the environment, and self-control.

Focus	Description
<b>Islamic Values</b>	Teaching love for others (hubb), 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.

## 15. Monitoring and Review

This policy will be reviewed **annually** by the Headteacher and Governing Body, or sooner following:

- A significant behavioural incident.
- Changes to legislation or statutory guidance.
- A recommendation from an external audit or inspection.

Behaviour incidents are reviewed termly in Senior Leadership Team meetings.

## Appendix A – Individual Character Plan (ICP) Template

*This template is used for children needing additional support. It is a living document created in partnership with parents and the child.*

### Part 1: The Whole Child – Gathering Perspectives

**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, honouring their unique spirit and potential.

#### 1. Voice of the Child:

- What brings you joy in the classroom?
- What work feels tricky or challenging for you right now?
- What helps you do your best work?

#### 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 organisation, 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	Observed Challenges & Opportunities for Growth
<b>Practical Life</b> (Independence, order, coordination)		
<b>Sensorial</b> (Refinement of senses, discrimination)		
<b>Language</b> (Oral, writing, reading)		
<b>Mathematics</b> (Quantity, symbol, association)		
<b>Cultural &amp; Sciences</b> (Connection to world)		
<b>Social-Emotional</b> (Grace & Courtesy, self-regulation)		
<b>Motor Skills</b> (Gross & Fine)		

## **Part 3: Collaborative Goal-Setting & Strategies**

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

**Focus Area 1:** \_\_\_\_\_

- **Goal:**
- **Montessori Strategies:**
- **Person Responsible:**

**Focus Area 2:** \_\_\_\_\_

- **Goal:**
- **Montessori Strategies:**
- **Person Responsible:**

**Focus Area 3:** \_\_\_\_\_

- **Goal:**
- **Montessori Strategies:**
- **Person Responsible:**

## **Part 4: Implementation & Review**

### **Environmental Modifications & Supports:**

#### **Team Collaboration:**

- **Primary Guide:**
- **Assistant(s):**
- **Headteacher:**
- **Family:**

**Review Date:** \_\_\_\_\_

- **Progress Notes:**
- **Next Steps:**
- **Family Feedback on Progress:**

## Review of Policy Dates

REVIEW DATE	REVIEWED BY	SIGNED OFF (Name & Role)
<b>Oct 2025</b>	Governing Body	<b>Chair:</b> Sohaib Tanvir
<b>Next Review Due:</b>		
<b>Oct 2026</b>	Governing Body	<b>Chair:</b>
	Headteacher	<b>Headteacher:</b>