



MONTESSORI GARDEN Nursery School

G. Behaviour Management

G. < BEHAVIOUR MANAGEMENT >

<https://youtu.be/V-ZXOc1CaS8>

<https://youtu.be/SckUevGH-Pk>

<https://youtu.be/nt9ck98l8Uo>

G 1. General

(link to SF s.3.52) It is **our responsibility, in partnership with parents**, to manage children's behaviour in an appropriate way, which we detail below. We ensure that every person who cares for, is in regular contact with our children or works in the setting in any role, adheres to our behaviour management policy by ensuring these are explained at induction, on the job role modelling by other staff and guidance, regular trainings, through staff handbook, code of conduct, peer-to-peer reviews and regular performance reviews.

We aim to be firm and consistent so that children know where they stand and feel secure within the boundaries we set.

We aim for the provision of an orderly, positive and respectful environment where all children are included and feel valued as individuals with equal worth to each other and the adults who model expected codes of conduct. All children and adults are treated with equal concern and are made to feel welcome in our setting. In line with EYFS, our goal is to ensure that "children must be provided with support which will help them to develop a positive sense of themselves and of others; respect for others; social skills and a positive disposition to learn." We believe that children flourish best when their personal, social and emotional needs are understood, supported and met AND when there are clear, fair and developmentally appropriate expectations for their behaviour.

To achieve these **goals** and taking into account age and previous experiences, we aim for our children to:

- Have respect for themselves and treat other people with respect, kindness and tolerance;
- Speak appropriately and politely and to use good manners;
- Start to understand the need to be fair, by sharing and/or taking turns;
- Recognise and accept both positive and negative feelings, and will be encouraged to vocalise these, trying to re-direct the negative feelings into positive experiences.
- Always try to make children think about being kind, sharing, joining in games, taking turns, accepting different opinions and collaborating with others.
- Maintain at all times a clean, safe and secure environment

We believe that Behaviour Management is a **daily process** that helps children gain control over, and responsibility for, their actions with respect to themselves, others and the environment and it is understood as an important part of their personal, social and emotional development.

As children develop, they learn about boundaries, the difference between acceptable and non-acceptable behaviour and to consider views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects.

The development of these skills requires **adult guidance** to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these situations, key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.



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We appoint a member of staff as behaviour co-ordinator to oversee and advise on the team's responses to challenging behaviour:

Our Behaviour Co-ordinator is (usually a Montessori Directress) – First in Charge Manager

It is the responsibility of the Behaviour Co-ordinator to ensure that all staff:

- Attend relevant training to help understand and guide appropriate models of behaviour
- Implement the setting's behaviour management policies and procedures including the stepped approach to resolution
- Have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary
- Ensure all staff complete the Promoting Positive Behaviour Programme, on our Educare account with Preschool Learning Alliance (<http://pre-school.educare.co.uk/Login.aspx>)

G 2. Parents/Carers Responsibilities

We expect **parents to inform us** of any changes in the child's home circumstances, care arrangements or any other change which may affect the child's behaviour such as a new baby, parents' separation, divorce, new partner or any bereavement. All information shared will be kept confidential unless there appears to be a child protection issue.

We offer regular review **meetings with parents** to discuss their child's care and any issues or concerns, preferably when the child is not present. If we do not share the same first language as the child's parent, we will endeavour to find a way of communicating effectively with them, such as seeking guidance from the local early years team.

We work together with parents to try and ensure there is **consistency** in the way the children are cared for because a consistent approach benefits the child's welfare and helps ensure that the child is not confused as to acceptable behaviour.

If we have concerns about a child's behaviour, we follow a stepped approach to reaching a solution in partnership with parents. If we find that the unwanted behaviour is not being resolved, we will ask for permission from the parents to talk it through with another childcare professional. We may contact the health visitor or the local early years team (or other relevant advice service) for confidential advice.

Concerns that could identify a particular child are kept confidential and only shared with people who need to know this information.

G 3. Creating a Positive Environment and Clear Expectations

Step 1 Prevention

(Link to SF, overreaching principles)

We understand the various influences on children's behaviour, which can be:

- the stage of development (e.g. lacking in language skills and feasible ways of expressing, behaviour can be a way of expressing themselves);
- new experiences such as separation from main carer, new baby etc...;
- security of attachments with main carers;
- absorption of parent/carers, teacher and key adult role modelling types of behaviour;
- having their specific needs met;
- seeking praise, reward, value judgement or avoiding punishment or being told off; and
- occasionally disability or special educational needs.



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By providing a happy, safe and stimulating environment which **meet the needs** of the children in our care, we **reduce the instances** of inner conflicts and/or help calm any inner frustrations the child may arrive with. In other words, an enabling environment has a positive impact on children's self-esteem and so on their personal, social and emotional development. All our practices and activities are tailored to the specific age, maturity and abilities of the children and we follow EYFS requirements through application of the Montessori philosophy. The following are our **agreed and consistently applied** approach and **we do not adjust the ground rules** but **we adjust our response to the child** according to each child's age and stage of development.

We protect each child's rights:

- ✓ Each child has his/her own say in which activity s/he wishes to engage in, provided that it is done respectfully i.e. the activity is free and available for that child without interrupting someone else's agenda, or if another child is engaged in that activity permission should be sought before joining and the child completes the full cycle of activity with responsibility for completing and returning to shelf for another child to use.
- ✓ Each child has the right to choose where s/he would like to play – on a mat or at the table, whichever is suitable for the chosen game.
- ✓ Children are responsible for mopping/sweeping up their own spills (however imperfectly), putting the mat they have been using away after rolling it up neatly or if they have been using the table to push the chair under the table.
- ✓ Each child has the right to be heard and express his/her preferences and opinions.
- ✓ A child is free to do nothing if so desired as long as they do not disturb the activities of others. They may be learning by observing, be thinking or just relaxing.
- ✓ Children are encouraged to join group activities but not coerced into them. It is their right to keep working at individual exercises during group activity without becoming an active participant. A child is not allowed to interfere or disrupt an activity in which they have chosen not to participate.

We have clearly identified unwanted behaviours (which behaviours need management):

- ✗ No child is allowed to harm themselves, others or the materials/toys.
- ✗ No child touches the work of another child or interferes with another's activity without the other child's permission. This provides security for the child involved in an exercise to continue it to completion. Each child's right to initiate and complete an exercise is protected by this rule. If a child must leave an exercise temporarily, they put their nametag on it and are then confident that the work will be as it was left.
- ✗ A child is not forced, or even encouraged, to share with another child an exercise that they have chosen to work with by themselves. If planning has been adequate, plenty of interesting activities are available for each child and if rules are effective, sharing comes naturally. There are certain activities such as snack preparation, sport class, cooking and other extra-curricular activities where the children are encouraged to share e.g. a cut apple must be put on the snack table and the child may only have two pieces to him/herself.

We also provide our practitioners (as well as students and volunteers) codes of conduct to help create a consistently positive environment for the children, such as the following measures:

- ✓ Continuous adult and/or more competent peers modelling acceptable behaviour. **Role modelling** appropriate behaviour, showing acceptable behaviour by example in the use of their tone, language and actions is the key starting point in behaviour management
- ✓ **Clear routines and consistent** environment,



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- ✓ **We respect the children** e.g. by providing children heads up as to what is coming next and giving limited and acceptable options to choose from.
- ✓ Including the children in setting up the ground rules and/or discussing the rules during circle time and framing the **rules with positive language**, while ensuring all adults also follow the ground rules without anyone being excepted, this gives consistent instructions regarding acceptable behaviour – e.g. “We walk indoors”.
- ✓ Setting **clear expectations** during grace & courtesy circle times where we review different forms of acceptable behaviour in different circumstances thereby providing our children the tools and skills to independently manage themselves within the classroom society.
- ✓ Helping the **children find explanations** that make them aware of the consequences of their actions – e.g. with open ended questions “what do you think will happen if you push your friend?” instead of “we cannot push our friend because”
- ✓ Gradually providing the **time and space for negotiations** among the maturing children who are given the tools to communicate their desire for a turn, as they develop a sense of responsibility, social skills and problem solving skills
- ✓ Giving **responsibilities to children** according to their age and ability. Our expectations are realistic and adjusted to the age, level of understanding, maturity and stage of development of the child. Asking for help and in general phrasing required actions in a way that makes the child feel like it was their idea.

- ✗ However, we do not use rewards (including verbal rewards) as a form of behaviour management, such as excessive praise, stickers, sweets etc... which may provide an immediate change in the behaviour but will not teach children how to act when a ‘prize’ is not being given or provide the child with the skills to manage situations and their emotions. Instead, children are taught how to be ‘compliant’ and respond to meet adult’s own expectations in order to obtain a reward (or for fear of a sanction).
- ✗ Adults at the setting must never joke in a negative way, use double meanings or sarcasm, use negative language, such as ‘No’, but should stress the acceptable behaviour with positive language and explain reasons why it is better to behave in the suggested manner or for slightly older children ask if they can think of reasons why it is better to behave in the suggested manner. We set boundaries in a positive way – “keep the sand in the tray please” instead of “do not throw sand”.
- ✗ Adults must never lose one’s temper, shout or show aggression/intimidation, and must show respect for others at all times.
- ✗ We **avoid making commands** to extract a type of behaviour from a child/children instead we give information or invitation to the activity, phrasing it in a way that makes it feel like it was their idea to complete that activity.
- ✗ We **avoid praising or positive labelling** of a child, instead either recognising the child’s actions (e.g. thanking them for a task) or redirecting the child to look inward and notice self-pride and build internal motivation for acting in certain ways.
- ✗ We **never label a child**, e.g. “Naughty”, “be a Good girl/boy”. It is the behaviour which must be addressed, not making judgement on the child’s character/personality.
- ✗ We **never make false threats or promises** “I will have to throw away all the toys if you can’t share nicely”
- ✗ Physical intervention normally refers to forceful physical contact by an adult to a child such as grabbing, pulling, holding down etc...We do not use physical intervention or the threat of physical intervention, to manage a child’s behaviour. We will only **physically intervene** with reasonable force, and possibly



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restrain, a child to prevent an accident, such as a child running into the road, or to prevent an injury or damage to the child, other children or to the environment. In this case we will record all such incidences and notify parents. All significant incidents are recorded in an incident book and will be shared and discussed with the parents of the child concerned and any reasonable force used will be detailed

- ✖ Adults must not, and will not, use **corporal punishment** i.e. threaten or administer physical or any other form of punishment with the intention of causing pain or discomfort, nor any kind of humiliating or hurtful treatment to any child in our care and we stay vigilant that none of our partners or helpers, if any, do so.
- ✓ We undertake an annual audit of the provision to ensure the environment and practices support healthy social and emotional development. Findings from the audit are considered by management and relevant adjustments applied.

G 4. In the case of unacceptable behaviour

Unacceptable behaviour either from children, parents/carers or the staff include any of the above identified ground rules and/or:

- failure to follow the expected codes of conduct
- tantrums, which can also display the below behaviours
- disruptive or aggressive behaviour
- any directed or indiscriminate verbal, emotional or physical abusive behaviour
- being rude, insulting or using unkind language
- spitting, kicking, hitting, pulling hair, biting
- racist or sexist remarks
- any behaviour intended to cause hurt, offence or intimidation

All incidents and intervention relating to unwanted and challenging behaviour by children are clearly and appropriately logged, either in accident or incident folder and/or in the child's folder.

*In cases of significant aggressive behaviour that may have a detrimental effect on the child/ren, the following additional procedures are followed at each step 2,3 and 4 as per our Safeguarding PP:

1. the parents of the 'victim' and the parents of the 'perpetrator' must be informed
2. The Designated Safeguarding Officer will contact children's Social Services if appropriate and will consider notifying police if appropriate.
3. The Designated Safeguarding Officer will make a written record of the incident, which is kept in each child's file and in line with our Safeguarding policy.
4. The Designated Safeguarding Officer must complete a risk assessment related to the child's challenging behaviour to avoid any further instances.
5. The Designated Safeguarding Officer should meet with the parents of the 'victim' to advise them of the incident and the setting's response to the incident.
6. Ofsted should be notified if appropriate.



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7. Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
8. Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

Step 2 Initial Intervention

We always try to understand where the unacceptable behaviour is coming from, thereby **dealing with the causes not the symptoms**. In this way we can recognise that certain behaviour, such as spitting by very young children is a developmental need and simply needs **redirection** to an acceptable context e.g. tooth brushing and should not be managed in the same way as spitting by older children or staff, who may in fact intend abuse, offence or intimidation.

We understand that a 'whim', 'caprice' or 'tantrum' represents inner conflicts and there are many reasons behind it. We aim to look for the causes in quiet observation to help children to find constructive solutions in the medium term and in the immediate term we use tactics such as **distraction** and **positive language** (saying what to do, instead of what not to do) to manage the younger children's behaviour (under three) and we will also calmly and positively **explain** reasons for certain behaviour for the older children.

Children are learning to deal with their emotions and feelings and we support this process by **acknowledging their feelings and offering constructive tools** of dealing with their emotions e.g. "I can see you are very upset and angry, when we are angry we can breathe and smile like this" and demonstrate. We also provide activities aimed at emotional intelligence and/or small group discussions about recognising different emotions and providing tools for dealing with them whether or not situations arise.

When unacceptable behaviour occurs, we will act promptly with clear expectations:

1. Staff will NOT change the rules to suit the particular child, but will reinforce the rules and adjust their response to the child according to the age and stage of development of that child.
2. staff will NOT ignore any unwanted behaviour (even if the child appears to be using unwanted behaviour to seek attention), the children in question will be **dealt with promptly at the scene** if it is not disturbing to the others. Sometimes overlooking the bad behaviour will be sufficient e.g. if a child keeps standing on chair just take his/her hand and take child down, no eye contact or talking then that child is not getting attention for unacceptable behaviour but the staff is not ignoring it either.
3. **Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation, and staff may use physical restraint to prevent injury (please note additional procedure in cases of aggressive behaviour*).**
4. staff will always attend to the **injured party first** and show compassion and attention to the injured party
5. one staff member will support the injured party by providing simple and clear tools for social interaction to support the child to stay safe, such as "you can say 'stop I don't like it'"; "you can walk away".
6. another member of staff will then attend to the **perpetrator** and give an explanation of what is acceptable and why, in a firm yet calm voice. We will remove the child(ren) from the group if necessary.
 1. we will focus on praising positive behaviour "I know you can wait for your turn very well", "well done for good listening"



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1. 2. We encourage responsibility by talking to children about choices and their possible consequences and we will provide tools for a satisfactory interaction
 - “we use our words” – then role model the desired behaviour “I will wait for my turn, please let me know when you finish?” (under 2s and some 2yo)
 - for the more mature children we will help them find their own solution – “what do you think you can say or do to have a turn?”, “how can you make you and your friend feel happy?” (some 2yo and over 3s)
 - for the very young children we will use distraction/diversion, involve encouraging the child to get involved in a different activity for a period of time. (under 18mo)
7. staff will encourage apologising where appropriate and re-join the group when ready. However, ‘sorry’ doesn’t always make it better. We **never force a child to say sorry** because they may not be sorry. We need to help the child realise and understand the effects of their actions on others. Instead we can encourage the child to do something to make it better for the injured party.
8. If the unacceptable behaviour continues, staff will **remind** the perpetrator of expected behaviour and **give clear calm instructions** by getting down to the child’s level, asking them to stop what they are doing and telling them what to do instead e.g. “Stop talking in circle. We sit quietly and listen to the speaker” or “stop, our hands are gentle we take turns and find something else to play with”. Staff will not give negative warnings (i.e. threat of punishment) if unacceptable behaviour continues, because we want our children to do what we ask because we have asked them not because we have given them a threat of punishment.
9. If the child does not do as you have asked, then staff should give a logical consequence for a short time, e.g. “I’m sorry if you are being noisy, your friends cannot hear the song, so you have to leave the circle and you can choose a quiet activity here or play in the garden instead”. Staff must always restore the child, re-join the group or return to circle or activity to give the child the chance to do the right thing. Remember it is not fair to give a logical consequence if you have not first given a clear calm instruction.
10. If the unacceptable behaviour continues, then take the activity away or exclude the child from circle or group while trying to connect the younger child with another activity to help distract/soothe inner frustrations or for the older child to ask them to engage in another activity to help them self-soothe until the session ends e.g. until lunch time or until circle ends.
11. Staff will repeat the behaviour management steps above as many times or for as long as it takes for the unacceptable behaviour to cease. Sometimes young children need repetition to internalise and understand boundaries and young children need to do something 20 to 50 times before it becomes a habit.
12. If unacceptable behaviour occurs on a regular basis, the key person and manager will involve the parents to try to find out the reasons behind and the options necessary to meet the child’s needs e.g. strategies to minimize triggers.

If the unwanted behaviour does not reoccur or cause concern then monitoring will resume.

If the unwanted behaviour is consistent and recurring, and results in concern for the child and/or others, a **meeting** will take place between the Key Person, Behaviour Co-Ordinator and SENCO and First in Charge Manager. The key person will use their knowledge and assessment of the child to share any known influencing factors (new baby, additional needs, illness etc...) in order to place the behaviour into context. Appropriate



adjustments to practice will be agreed, taking into the account the group of children as a whole and the importance of consistency stressed in Step 1 and 2 above, and if successful normal monitoring resumes.

Step 3 Focused intervention

If the unwanted behaviour continues to reoccur and **remains a concern**, then the Key Person and SENCO will liaise with Parents to discuss possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour will be sought and considered to help identify the cause. If a cause for the behaviour is not known or only occurs whilst in our setting, then the Behaviour Co-ordinator will suggest using a **focused intervention** approach to identify a trigger for the behaviour.

Focused intervention allows the Key Person and Behaviour Co-ordinator to i) observe, ii) reflect and iii) identify causes and functions of unwanted behaviour in the wider context of other known influences on the child. We follow the **ABC method** which uses key observations to identify

- A) an event or activity the antecedent that occurred immediately before a particular behaviour
- B) what behaviour was observed and recorded at the time of incident and
- C) what consequences were following the behaviour.

Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid scary situation) and suitable support will be applied.

The SENCO and Key Person will meet with the parents to plan support for the child through developing an **Action Plan**. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parents and incorporated into the plan. Other members of staff team should be informed of the agreed actions in the Action Plan and help implement the actions. The Action Plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

Step 4 External Referral

If, despite applying the initial intervention and focused intervention approaches, the unwanted behaviour continues to occur and is of significant concern, then the Behaviour Coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.

The Early Years Advisors and/or other agencies will be contacted, (e.g. 'Portage'). It may be agreed that the Common Assessment Framework (CAF) or Early Help process should begin and that specialist help be sought for the child – this support may address either developmental or welfare needs.

If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, following our Safeguarding Procedure ([link to PP B.2 Safeguarding and Child Protection](#)).

It may also be agreed that the child should be referred for an Education, Health and Care assessment ([link to PP SEN](#))

Advice provided by external agencies should be incorporated into the child's Action Plan and regular multi-disciplinary meetings held to review the child's progress.

G 5. Unwanted Behaviour from adults in the setting

Montessori Garden Nursery School will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (e.g. xenophobia). This also applies to the same



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behaviour, if directed towards specific groups of people and individuals who are British Citizens residing in the UK.

Allegations of discriminatory remarks or behaviour made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.

Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child's file and is reported to the setting Manager. The procedure is explained and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.

G 6. Links to Legislation

- ✓ Children Act 1989 and 2004
- ✓ Conventions on the Rights of the Child, UNICEF 1989
- ✓ Data Protection Act 1998
- ✓ Employment and Equality (Religion or Belief) Regulations 2003
- ✓ Employment and Equality (Sexual Orientation) Regulations 2003
- ✓ Every Child Matters – Change for Children 2004
- ✓ Freedom of Information Act 1976
- ✓ Race Relations Act 1976
- ✓ Race Relations Amendment Act 2000
- ✓ Sex Discriminations Act 1975 and 1986
- ✓ Sex Discriminations (Gender Reassignment) Regulations 1999
- ✓ Statutory Framework for the Early Years Foundation Stage

The Human Rights Act 2000