



Policy Area:	Behaviour management		
Date:	September 2016	Policy code:	B1
Last reviewed:	September 2023	Reviewed by:	Abigail Eynon
Next review:	September 2024	<i>(For all review dates see end of document)</i>	

Statement

Cardiff Montessori School (CMS) believes that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within CMS we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and that of those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

All staff should embody the school values: To be kind, honest, respectful, responsible and follow the Montessori ethos. All staff encourage children likewise to embody these values.

All staff should guide children to follow the rules of:

- Keeping yourself safe and exercising self-respect.
- Keeping the environment/materials safe and respected (appropriate handling and use)
- Keeping each other safe and respected

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children but need to be managed appropriately
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown. Maintaining consistency in approaches between school and home in keeping with Montessori practice
- Work in partnership with parents by communicating openly
- Acknowledge children's positive actions and attitudes, therefore ensuring that children see that we value and respect them

- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Have a named person (**Esma Izzidien**) who has overall responsibility for behaviour management.

All staff in our setting follow the three step process outlined below:

STEP ONE

State the desired behaviour.

Assume the child does not know “When we want to look at the butterflies we need to be gentle so they don’t get injured”. Repeat STEP 1 as many times as needed for the child to understand. This might be multiple times with a young child and for some very young children things may never progress beyond step one. If you know the child knows the expected behaviour move to STEP 2.

STEP TWO

State the outcome if the misbehaviour continues.

“We need to be gentle with the butterflies so they don’t get injured. Would you like to be gentle with them or do you want to stop watching them?” Or you may need to be more direct “We need to be gentle with the butterflies so they don’t get injured. You can continue to watch them by being gentle. If you cannot be gentle you are showing me you do not want to watch the butterflies and we will have to move away from them”.

STEP THREE

Follow through the consequence.

“OK, you have chosen to not be gentle so you are showing me you don’t want to watch the butterflies. We have to move away now. Would you like to move away yourself or would you like to hold my hand and move away”.

The named person **Esma Izzidien for managing behaviour will:**

- advise other staff on behaviour issues
- along with each class teacher will keep up to date with legislation and research
- support changes to policies and procedures in CMS
- access relevant sources of expertise where required and act as a central information source for all involved
- attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. A record will be kept of staff attendance at this training
- Chair a review of behavioural incidents across classes in an SLT meeting each term, noting any patterns and forming an action plan
- Work with the ALNco to ensure termly audit of Behaviour incident forms

School rules are concerned with safety and care and respect for each other. Children who behave inappropriately by physically abusing another child or adult e.g. biting, or through verbal bullying, will be

required to talk through these actions and apologise where appropriate. The child who has been upset will be comforted and the adult will confirm that the other child's behaviour is not acceptable. It is important to acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

When children behave in unacceptable ways:

- Physical punishment such as smacking or shaking will be neither used nor threatened
- Children will not be singled out or humiliated in any way. Where children use unacceptable behaviour they will, wherever possible, be re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff will not raise their voices (other than to keep children safe)
- In any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- It may be necessary to use restraining action in an emergency, e.g. a child not understanding the immediate consequences of their behaviour such as dashing into a road and a member of staff having to pull them back. **(If restraint is used the incident should be recorded and parents notified on the day).**
- It may be necessary for staff to ask a child struggling to behave appropriately to remain with a member of staff until they are able to manage their behaviour independently. *We call this "glueing," where the child stays at the teacher/assistant's side until they show readiness to regulate themselves.* This limitation on their freedom allows the student to remain in the class community, while maintaining behavioural expectations.
- How a particular type of behaviour is handled will depend on the child's age, level of development and the circumstances surrounding the behaviour. It may involve the child being asked to talk and think about what he/she has done. All staff will support children in developing empathy and this may include asking the child to apologise for their actions, where appropriate
- Children will be encouraged to "make peace" and resolve conflicts. Children need to be supported in developing non-aggressive strategies to enable them to express their feelings

Working in partnership with parents / caregivers when children behave in unacceptable ways:

- Parents will always be informed if their child's inappropriate behaviour has led to them sustaining an injury, injuring another or causing damage to property.
- We recognise that some inappropriate behaviour is normal for young children and aim to resolve such incidents within CMS in the first instance. Repeated inappropriate behaviour will be communicated to parents.
- Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and our setting. In some cases we may request additional advice and support from other professionals, such as an educational psychologist (as an independent school, CMS will often not be eligible for funding for external advisors and this cost may need to be passed on to the parent / carer of the child)
- Confidential records will be kept on any inappropriate behaviour that has taken place.
- All children will be supported to develop positive behaviour, every effort will be made to provide for their individual needs

- Through partnership with parents and formal observations, staff will make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions an individual behaviour intervention plan will be implemented where a child's behaviour is deemed to be serious.

- Serious behavioural concerns may take the form of:
 - Aggressive actions towards other children and staff, for example hitting, kicking etc.
 - Repeated unkind language / behaviour, including threatening others
 - Repeated defiance / disrespect or disruption to the class & learning experience of others
 - Repeated unsafe behaviour

- Behaviour intervention plans are completed by **Lead Teachers** in collaboration with the named person for managing behaviour. The plan should include risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances it may be that the child is removed from that area until they have calmed down.

Persistent unacceptable or aggressive behaviour

We recognise that when children behave in unacceptable and aggressive ways it is usually due to an unmet need or an inability of the child to express themselves in other ways. We aim to work in collaboration with parents / primary caregivers to address any such behaviour

Where the above mentioned strategies are not resolving the issue it may be necessary for the child to be excluded from the class while further investigation and planning is made. This is both for the child's own safety and wellbeing and because persistent unacceptable behaviours / aggressive behaviour can have a serious impact on the other children in the class. All children in the class deserve to feel safe, secure and happy and this means we must consider the impact of any such behaviour on other children in the class.

As a last resort, if the Director of CMS after consultation with the Lead teacher agree (also taking into account view of the staff in the class) that a child is persistently behaving in an unacceptable fashion or showing aggressive behaviour to staff or other children, that we feel unable to help correct then the child may be permanently excluded from the school. Final decision rests with the Headteacher, **Esma Izzidien**. In the event of the headteacher not being available the deputy heads, **Claire Waters/Abigail Eynon**, may authorise a temporary exclusion.

Where a child is temporarily excluded fees are still payable provided such an exclusion is not more than 5 consecutive days and provided that during that time it can be demonstrated that the staff are attempting to plan methods for addressing the behaviour.

Anti-bullying

Please see the separate Anti-Bullying policy for more detailed information regarding this.

It is important to mention bullying when dealing with behaviour. Children need their own time and space. It is not always appropriate to expect a child to share and it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

Children must be encouraged to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated aggressive behaviour that makes the other person feel uncomfortable or threatened.

It is also important to recognise that a child having difficulty controlling emotions or expressing themselves may be physically, verbally or emotionally aggressive to others in an indiscriminate way that is often not bullying. For example a child who bites or hits when they do not get what they want and shows this behaviour in various situations towards a diverse group of people. Their behaviour would still be addressed in line with school policy.

Any form of bullying is unacceptable and will be dealt with immediately. At CMS, staff follow the procedure below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that expression of negative feelings should be channelled in a positive way
- Children need to be helped to understand that using aggression to get things is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff are encouraged to adopt a policy of intervention when they think a child is being bullied, however mild or harmless it may seem
- Staff are ready to initiate games and activities with children when they feel play has become aggressive, both indoors or out
- Any instance of bullying will be discussed fully with the parents of all involved to look for a consistent resolution to the behaviour
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through cooperation that we can ensure our children feel confident and secure in their environment, both at home and in the school
- All concerns will be treated in the strictest confidence.

Secondary Behaviour Prevention

We have a strong focus on moral and ethical development. Students are encouraged to reflect on the impact of their choices and actions. A dedicated adolescent guide helps students to navigate what can be a challenging transitional time for many. In addition to helping guide students in managing their academic schedules, the guide ensures they get to know each student individually and facilitates discussion through ethics, philosophy and religious study lessons.

Other relevant policies: Accidents and first aid, safeguarding, additional learning need policy, managing risk.

Review of policy dates:

Date of review	Reviewed by	Notes
10/2016	Esma Izzidien	
02/2017	Esma Izzidien	
04/2018	Esma Izzidien	
09/2018	Esma Izzidien	
11/2018	Esma Izzidien	
01/2019	Esma Izzidien	
01/2020	Esma Izzidien	
01/2022	Esma Izzidien	
January 2023	Abigail Eynon	Change of names
March 2023	Abigail Eynon	Clarification of “glueing”
September 2023	Abigail Eynon	Change of name
September 2024	Abigail Eynon	Addition of Secondary mentorship