



This policy is made available to all parents, prospective parents, staff and prospective employees of Burgh Wood Montessori School and The Orchard Pre-School on our websites, and a hard copy can also be viewed upon request.

Introduction to policy

Children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt by anyone else. Burgh Wood Montessori Nursery School and the Orchard Preschool (*hereafter the "Nursery Schools"*) aim to provide a happy and secure environment where the children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Summary of procedures

The Principal of Burgh Wood Montessori Nursery School and Sarah Davies, Manager at The Orchard Preschool have overall responsibility for issues concerning behaviour and keeping up-to-date with legislation, research and thinking on handling children's behaviour. The team are qualified to work and care for children between the ages of 2 and 5 years and through the many professional development studies, are able to develop a good understanding of each individual child and are able to identify what may cause unacceptable behaviour.

We have no named person who is responsible for behaviour management in the setting but the team are required to attend appropriate training during their appraisal meetings. New staff and volunteers are expected to read and sign our policies and procedures during their induction process.

The team will ignore unwanted behaviour where possible and corporal punishment will not be used; language to threaten will also not be used as a behaviour management strategy.

Working in small groups, the team develops a good understanding of each individual child and are able to identify if unwanted behaviour is caused by tiredness, hunger, boredom, or if the child's behaviour is a way of communicating their needs and feelings.

Through planning and assessing each individual child's progress, the team are able to monitor changes in behaviour that could link to safeguarding/child protection concerns.

The Nursery Schools promote good behaviour by:

- 1) Using praise and positive reinforcement to encourage "good" behaviour and give praise immediately when a child displays good behaviour.
- 2) The team will give non-verbal feedback such as smiles, hugs or a 'thumbs up' and will praise group behaviour as well as individual behaviour.
- 3) Strategies for individual children are reviewed and discussed between the team so that there is consistency.
- 4) The team ignore unwanted behaviour where possible and corporal punishment will not be used and threatening language will not be used as a behaviour management strategy.
- 5) We aim to encourage sharing and negotiation and endorse positive behaviour such as kindness and empathy to others.
- 6) We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Principal and are recorded on an incident sheet. The parent is informed on the same day and signs the incident sheet to indicate that he/she has been informed.



Behaviour Management & Anti-Bullying Policy

- 7) The Nursery Schools require all staff, volunteers and students to provide a positive model of behaviour by treating children, Parents/Guardians and one another with friendliness, care and courtesy.
- 8) The team do not shout or raise their voices in a threatening way, nor do they use undesirable language such as “naughty” or “bad”.
- 9) New team members and volunteers are asked to familiarise themselves with the Nursery Schools’ Behaviour Policy and their rules for behaviour. The Nursery Schools expect the rules to be applied with consistency.
- 10) The Nursery Schools recognise that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of the Nursery Schools.
- 11) Adults are aware that some kinds of behaviour may arise from a child’s special need and their stage of development.
- 12) We help children in their negotiation skills when sharing issues occur. This may include discussion, support and/or how to use the egg timer.
- 13) We never send children out of the room by themselves.
- 14) 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.
- 15) We require all adults to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development; e.g., distraction, praise and reward.

Examples of intervention techniques are:

Structuring the environment: Whether we sit or stand can communicate the nature of the discussion, e.g., warm and friendly or cold and business-like.

Explain: Explain behaviour required and give support to enable this. Give two choices i.e. by saying “you have two choices, you can either put on a coat and go outside or don’t put on a coat and stay inside”.

Remaining calm: Create a calming atmosphere when boisterous behaviour happens.

Distraction: Distraction techniques often work to calm and diffuse a situation.

Planned ignoring: By not giving the attention to minor, harmless attention-seeking behaviour, these behaviours are likely to die out. Appropriate behaviour will be praised.

Prompting: Gentle reminders, either verbal or sensory, to the child of what they need to stop doing or prepare for can help the child to adjust to a change.

ABC method: *Antecedent* - what happens just before the behaviour occurs? *Where? When? Who?* *Behaviour* - what exactly does the child do that you wish them to stop? *Consequences* - what happens following the behaviour? Could these consequences be rewarding to the child?

Active listening: Listening to what a child has to say and exploring and acknowledging their feelings through reflective responses.



Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Children should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances.

Rewards:

All members of staff recognise and celebrate appropriate behaviour at all times through informal praise. Rewards may involve:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Smiley faces
- Stickers and stamps
- Star of the week
- Golden sticker award

Sanction steps for unwanted behaviour:

- Children will be given a verbal warning by the member of staff.
 - Adult will explain the behaviour required
- If the child misbehaves again, the child will be given warning for persistent poor behaviour, that time out will occur next time.
- Time out – sat on the “time out” chair by the staff table with the egg timer.
 - Reflect with the child on why they are there and how to avoid being there again.

Recurring problems will be handled by the Nursery Schools, using objective observations to establish an understanding of the cause. We will work with Parents/Guardians to decide jointly how to respond appropriately.

We work in partnership with children's Parents/Guardians who are regularly informed about their child's behaviour.

We work with Parents/Guardians to address recurring unacceptable behaviour, using objective observation records to help us understand the cause and decide jointly how to respond appropriately. If children are persistently disruptive, unsociable or aggressive and do not respond positively to actions, the Principal will seek guidance and support from Surrey County Council's Early Years Advisor.

Bullying

Bullying involves the persistent physical or verbal abuse of another child or children. The Nursery Schools take bullying very seriously. If a child bullies another child or children:

- 1) We intervene to stop the child harming the other child or children.
- 2) We explain to the child doing the bullying why his/her behaviour is inappropriate and help them to say sorry.
- 3) We give reassurance to the child or children who have been bullied.
- 4) We make sure that children who bully receive praise when they display acceptable behaviour
- 5) We do not label children who bully.



- 6) When children bully, we discuss what has happened with their Parents/Guardians and work out with them a plan for handling the child's behaviour.
- 7) When children have been bullied, we share what has happened with their Parents/Guardians, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Parents

Parents have a vital role to play in their child's education. It is very important that parents support their child's learning and co-operate with the Nursery Schools. We are very conscious of the importance of having strong links with parents and good communication between home and the Nursery Schools.

Through partnership with Parents/Guardians we work to understand the strategies to support the development of good behaviour at home and in the Nursery Schools. Through our open-door policy Parents/Guardians are invited to visit our settings to inform us of any factors that might affect their child's behaviour.

All new Parents/Guardians are informed of our policies and procedures when they enrol their child at the Nursery Schools.

Further reading/contacts

Kidscape (a charity devoted to keeping children safe from sexual abuse and bullying):
www.kidscape.org.uk

Unicef:
www.unicef.org

Childline:
www.childline.org.uk

Bullying information:
www.bullying.co.uk

EYFS and supporting guidance:
www.foundationyears.org.uk