

Milkshake Montessori Nursery School

Behaviour Management Policy

At Milkshake Montessori Nursery School we want every member of the setting to feel valued and respected and for each person to be treated fairly. We aim to promote a caring community, where values are built on mutual trust and respect for each individual.

Our Behaviour Management policy is therefore designed to support the way in which everybody can live and work together in a supportive way. We believe that all children are entitled to be cared for in an environment in which they feel safe. Therefore, we aim to promote an environment where everyone feels happy, valued and secure.

We acknowledge that there are times when issues surrounding behaviour will need to be supported by adult intervention and we will use the behaviour management policy and procedures to guide us through this process.

Aims and Values

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage (EYFS). The EYFS states 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 are committed to working in partnership with parents/carers in supporting children's development in all areas. This includes behaviour and we take into account children's age and stage of development. We recognise that there may be different expectations for children's behaviour at home and at the setting. We therefore work closely with parents/carers to explain the ways in which we promote positive behaviour and to explain the ways we can work together to promote the same message to children.

Expectations

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At Milkshake Montessori Nursery School the Montessori Method instils positive behaviour through our 'Ground Rules' which include respecting others, the materials and the environment. Our 'Activities of Everyday Living' promote 'grace and courtesy' exercises to enhance desirable behaviour.

We aim to ensure the individual needs of all children are met by providing clear, consistent and developmentally appropriate expectations for behaviour through:

- **Respect:** to encourage all children to have respect for themselves, for other people (their feelings, beliefs and values) and for the setting environment including equipment and property.
- **Understanding and compassion:** to help children to understand other people's views and experiences and to be caring and tolerant towards others.
- **Responsibility:** to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular, we help children to develop an understanding of the consequences of their behaviour.
- **Fairness and equality:** to give children an understanding of how to be fair to all and how to share and give everyone an equal chance (within the context of everyone having different needs). All staff will demonstrate this behaviour through role-modelling.
- **Kindness:** to promote acts of kindness to each other and to assist children in ways of being gentle towards each other.
- **Support and the use of positive reinforcement:** to acknowledge considerate, appropriate and expected behaviour and reinforce positive behaviour developing children's confidence and self esteem.

We help children look after themselves by:

- Praising them: focusing on the positive things they do.
- Helping them to recognise their feelings and express themselves in an acceptable way.
- Encouraging them to ask for help from peers (vertical age grouping) as well as adults.
- Encouraging their attempts and identifying with a view to planning for their interests.
- Building their independence through self-help skills.
- Encouraging them to see the good in others.
- Encouraging them to learn from each other.

We help children to care about others by:

- Using conflict resolution and keeping calm.
- Role-modelling appropriate behaviour.

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- Working on and reinforcing the understanding of feelings, e.g. in circle time.
- Naming and making feelings clear including the consequences of their actions: reflecting back to children.
- Being aware of the power of language, i.e. not being confrontational or negative.
- Boosting self-esteem.
- Giving time to listen, allowing the child to explain and helping to acknowledge their responses sensitively.

We help children to be polite by:

- Saying "Good morning" and where appropriate "Please" and "Thank you" (we role-model desirable behaviours).
- Encouraging children to share, take turns asking children to help each other.
- Talking one at a time: listening to each other without interrupting when someone is already speaking (we use the 'talking stick' to facilitate this).
- Giving children clear messages and setting a positive example.

We ask children to look after equipment by:

- Encouraging children to use equipment appropriately and carefully.
- Teaching them about health and safety.
- Encouraging them to help mend broken equipment.
- Circle time discussions - "How do we look after this?"
- Washing the bikes, toys etc.
- Reminding them to tell us about breakages.
- Looking after the equipment ourselves - role-modelling.

We help children to care about the environment by:

- Returning activities to the shelf and working at the table or on a floor mat.
- Cleaning tables.
- Tidying up together.
- Displaying children's work.
- Picking up rubbish
- Providing storage.
- Looking after indoor and outdoor plants/pets.
- Explaining proper care and use of areas (painting area, home corner, sand pit etc).
- Noticing, acknowledging and praising 'careful handling' and role-modelling it.
- Sharing responsibility.

Consequences

Where negative behaviours are recognised or observed staff will intervene appropriately. In order to support children to reconcile conflict they will adopt

Last reviewed 22/10/14 skl

a clear, calm and positive manner. This will be done in an age appropriate approach.

Corporal punishment will not be given to a child for whom we provide early years provision. We will not use or threaten corporal punishment or any form of punishment which could have an adverse impact on the child's well being. Under no circumstances will staff, volunteers, students or parent helpers ridicule, shout or discriminate a child for their behaviour.

Physical Intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children and an adult or serious damage to property. ANY occasion where physical intervention is used will be recorded within the incident log and parents/carers will be informed when picking up the child. All staff are responsible for ensuring they are familiar with Milkshake Montessori Nursery School's Physical Intervention Policy and Safeguarding Policy and the contents and procedures within.

We recognize that for a variety of developmental and social reasons, children may take some time to adapt to the setting's behavioural expectations. Children are never physically punished; nor are they humiliated, ridiculed or held up to peer derision by physically isolating them (on a "naughty chair" or similar). Children are not categorized negatively by "labelling" them (i.e. "you silly boy", "you naughty girl" etc). Rather, positive behaviour is praised, encouraged and highlighted.

Partnership with Parents

If a child's behaviour continues to give cause for concern, staff will make every effort to understand why the behaviour is occurring and will consult with parents/carers about possible ways in which to support the child. Confidential discussion will endeavour to find a constructive way forward. This may involve the parent/carer attending setting to try and identify problem areas or it may involve seeking specialist advice (for example, sometimes hearing or speech problems lead to difficulties in understanding rules).

Parents/carers and staff are encouraged to maintain open and honest discussion about all matters relating to setting.

Parents are encouraged to come forward with any ideas and suggestions for the improvement of setting.

Communication

Milkshake Montessori Nursery School requires that all staff, volunteers, students and parent/carer helpers follow the Behaviour Management Policy and its procedures. This is to provide a consistent approach for Behaviour Management within the setting and provide the best possible outcomes for all children within the setting.

As part of the induction procedure, all staff will be made aware of the policy and procedures to support positive behaviour according to clear, positive, consistent guidelines. Induction of the Behaviour Management Policy and Procedures will be undertaken by the designated Behaviour Management Co-ordinator.

Milkshake Montessori Nursery School requires staff to make every effort to act as good role models to children by behaving in a friendly and considerate manner themselves, creating an atmosphere of respect and value for one another and we hope that parents/carers using the setting will join us in partnership.

Staff must work effectively together as a team and show a fair and consistent approach to incidents. Key persons will discuss any concerns with parent/carers in an attempt to understand and identify possible causes of negative behaviour. Key persons should seek advice in team meetings if they require help or advise regarding the behaviour of a particular key child's behavioural needs. Staff may use a range of observation techniques to record and track a child's behaviour. This may help to identify triggers for negative behaviour and devise appropriate strategies. These observations will be kept confidential in the child's individual record.

Behaviour Management Intervention Strategies

The 'problem-solving approach' to conflict is a long-term strategy that supportive adults can use with children of any age.

Children work through a series of manageable steps to resolve conflicts that arise during the daily routine.

When children practice resolving social conflicts from any early age they develop many social skills they will need throughout life.

At Milkshake Montessori Nursery School we aim to use a range of the following strategies. Practitioners are sensitive to the techniques which are developmentally appropriate or suit the character/temperament of a particular child.

Structuring the environment

Where we choose to speak to the child and whether we sit or stand can communicate the nature of the discussion, and may help the child to modify their own behaviour, for example, warm and friendly or cold and business-like.

Planned ignoring

By not giving the attention to minor, harmless, attention-seeking behaviour. These behaviours are likely to subside. Remember, it is equally important to praise appropriate and desirable behaviour.

Prompting

Gentle reminders to a child of what they need to stop doing or prepare for can help the child to adjust to a change. This can be verbal or sensory input.

Active listening

Sometimes listening to what the child has to say and exploring and acknowledging their feelings through the use of reflective responses can help a child to feel that:

- someone else acknowledges the reality of their feelings
- they are not alone
- someone cares.

Sometimes this can be enough for a child to stay in control.

Interpretation and interference

Verbalise what has happened and ask the child if there was another way that they could have acted. For example, "It looked like you were really upset before you hit Gemma - was there another way you could have let her know how upset you were? Are hands are kind. We can try and use are words if we are sad."

Backing away

This is not the same as backing down. You are not giving in, simply giving the child time to calm down before you discuss the situation with them. Staying and continuing to challenge someone who is already angry is likely to make the situation worse. Alternatively, allow the child to back away through offering them alternative choices.

Affection

If a child's behaviour is motivated by fear, anxiety or uncertainty, a big injection of affection - verbal or physical - can help head off inappropriate behaviour. Children do not always appreciate the care that is provided for them on a daily basis and need additional affection to understand how much the adults really care for them.

Proximity

Sometimes an adult quietly heading in the general direction of what is going on can be enough to encourage children to do something else.

Involvement and interest

Adults becoming involved in a situation can diffuse things.

Redirecting/distraction

Trying to refocus the child away from what they are doing now, on to something else as a way of avoiding inappropriate behaviour.

Directive statement/direct appeal

A clear instruction to the child to stop certain behaviours or start something else - using calm, firm yet not intimidating language.

'Warning' Approach

- Where the above strategies have failed to be effective and undesirable behaviour continues, the setting employs a 'warning' approach. A series of three separate warnings are given for unacceptable behaviour - e.g. "this is your first warning. Please can you listen because..." Focus on positive and desirable behaviour (rather than negative and undesirable behaviour) as this offers the child ideas and solutions.

When giving the child its third warning remind the child "this is your third and final warning. The next time is 'time-out' and you will have to leave your activity."

Time-Out

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After the third warning the child is to be given 'time-out'. There are no specific 'time-out areas' as this creates negative connotations and is a form of negatively labelling the child.

The child should be sensitively removed from the situation and can either stand or sit. The child is to be given 'time-out' for one minute per age of their life. The practitioner is to tell the child "you are sat/stood here because you... After .. minutes I'll come back and we can talk." The teacher must be prepared to listen to the child if s/he wants to explain but must follow through with 'time-out'.

The practitioner must remember to return to the child after the specific time otherwise the child will most probably have forgotten why s/he is having time out.

The practitioner should tell the child their 'time-out' is finished and ask the child if there is anything they would like to say. Possibly talk about emotions and remind the child of acceptable behaviour/ground rules/problem-solving approach.

If the child has hurt another child it is important that the child apologises either verbally by saying "sorry" or through a hug.

If the child refuses to sit/stand for 'time-out' and for the allotted time the practitioner must go back to the child and restate why they are having 'time out' and re-begin the time. If the child still resists the child may need to be removed from the area to somewhere quite - restate the problem etc and continue with time out.

It is important that these measures are consistently followed by all practitioners to provide firm boundaries for the children. This is important for their personal, social & emotional development.

In situations where a child has physically hurt (i.e. hit/kick/bite/scratch) the child will be put immediately in 'time-out' due to the severity of the act.

For children that consistently display negative behaviour, a range of observations may be conducted. Notably, an ABC form may be used to monitor the child's behaviour. This tracks antecedents/behaviours/consequences of behaviour to observe any patterns. This information will remain confidential but may be shared with the child's parents/carers upon request.

Last reviewed 22/10/14 skl

The ABC form contains, date, time, place of incident, antecedent, behaviour and consequence. Any other child/ren involved and the practitioner observing should be named on the ABC form. The child's Key Person and all practitioners will work closely with the child and parent/carer to support their behaviour and this will be reviewed regularly.

Monitoring and evaluation of the policies and procedures relating to positive behaviour management.

Milkshake Montessori Nursery School regularly reviews the settings Behaviour Policy and evaluate it's effectiveness within the setting. Milkshake will ensure that they keep up to date on current practice and welfare requirements in relation to Behaviour Management.

There will also be a regular assessment of the environment to ensure that it is not having a negative impact on behaviour and that all children's needs are being met. This will be done by the Head teacher and deputy head and the input of all staff will be sought.