

LSA MONTESSORI

Positive Behaviour Policy

WRITEN SEPTEMBER 2016

LSA Montessori aims to provide a rich, stimulating and caring environment where:-

- All children feel included, secure and valued.
- Parents/carers, practitioners and children work together in an atmosphere of mutual respect.
- Appropriate behaviour is promoted and encouraged.
- Differences are celebrated.
- Tolerance and understanding are developed.

Our positive behaviour policy is intended to be reflected continually in our practice and ensures that all practitioners are working in the same way in order to promote acceptable behaviour and respect for others.

Members of the setting community include:-

- Children
- Staff
- Parents and Carers
- Visitors and Interested Parties

All members of the setting community have the right to be:-

- Valued.
- Treated with respect.
- Treated fairly.
- Listened to.
- Accepted as part of the community.

All members of the community have the responsibility of ensuring that these rights are respected and that everyone takes ownership of their own behaviour in accordance with the Code of Conduct.

Suggested procedures and practice for encouraging appropriate behaviour

The curriculum guidance document outlines principles, which are evident in good and effective practice in the foundation stage. Some of these principles are particularly relevant to encouraging appropriate behaviour. Positive behaviour strategies should help to maximise the learning opportunities for each individual child in order that they can achieve their full potential.

Practitioners should ensure that all children feel included, secure and valued.

"Parents and practitioners should work together in an atmosphere of mutual respect within which children can have security and confidence"

Curriculum Guidance for the Foundation Stage 2000

These principles require practitioners to:-

- Manage carefully the transition between home and setting and between different settings, to support everyone involved.
- Establish feelings of trust and respect with parents/carers and children.
- Treat children as individuals to ensure each has equality of opportunity.
- Find out about the child's ethnic, faith and cultural heritage and home experiences, so that familiar experiences and interests can be used as starting points for learning and teaching.
- Promote self confidence and a positive attitude to learning in all children whatever their gender, ethnicity, home language, special educational needs, disability or ability and home circumstances.
- Recognise that being successful and feeling confident and secure are major factors in protecting children against early failure.

LSA Montessori

Code of Conduct

This code demonstrates the high expectations of standards of behaviour at LSA Montessori

Whilst at LSA Montessori :-

- ✓ We are always kind to each other and we share and take turns.

- ✓ We always listen carefully to each other and our adults.

- ✓ We always take care of our toys and put them away properly.

- ✓ We always walk inside nursery, we can run outside.

- ✓ We always use good manners at snack time and lunchtime.

Ms Embisu Mulela is the designated person for behaviour issues within this setting, although all staff are well trained in this.

This role includes:-

- Professional development in behaviour issues.
- Facilitating regular reviews of the behaviour policy with staff.
- Monitoring and updating the incident book.
- Ensuring that parents and carers are informed of incidents.
- Supporting staff, parents and carers and children in behavioural issues.
- Liaising with other agencies/professionals in relation to behavioural issues.

Training and support of staff/settings is available under the Early Years Childcare and Development Partnership (EYCDP).

Procedures for informing parents and carers of behaviour incidents:

- Details of any injury are entered into the accident and incident book (and signed by the injured child's parent or carer).
- Parent and carers of all children involved in the incident are informed (confidentiality must be maintained).
- If necessary strategies to promote positive behaviour are discussed and agreed with parents and carers, child and all staff.

APPROPRIATE POSITIVE BEHAVIOUR

Implementing and reinforcing positive behaviour strategies is complex, lengthy, repetitive and time consuming (but worth it!). At LSA Montessori we promote appropriate behaviour by:-

- ✓ Providing good role models of appropriate behaviour and language consistently between staff and towards children.
- ✓ Providing a relevant, well planned, stimulating and developmentally appropriate curriculum for all our children.
- ✓ Providing a well organised space in which to work and resources which are well maintained, of good quality and appropriate to the stages of development of the children we have.
- ✓ Providing time for the children to play, to try out new ideas, to complete tasks, to think and to talk.
- ✓ Providing regular routines with a well thought out structure for children to feel secure in.
- ✓ Getting to know the children and their families really well.
- ✓ Demonstrating consistency and fairness at all times.
- ✓ Reinforcing appropriate behaviour and rewarding this.
- ✓ Reviewing and updating our behaviour policy regularly.
- ✓ Providing appropriate boundaries, agreed with the children, giving them ownership of the code of conduct in the setting.

At LSA Montessori we pride ourselves in including all children regardless of ethnicity, culture, religion, home language, family circumstances, special educational needs, disability or ability or gender. The policies in place on special educational needs and equal opportunities also address this issue.

We also promote an active anti-bullying policy and have age appropriate procedures in place to deal with bullying as part of the behaviour management policy as a whole. Bullying includes ~ physical abuse, verbal abuse, ostracising, stealing property etc.

Dealing with Challenging Behaviour

When considering strategies for dealing with challenging behaviour practitioners need to think about:

- The developmental level of the child.
- The personality and tolerance level of the child.
- Factors in the child's life which may be affecting current behaviour (eg new baby, moving house, parents separating ...)
- Liaison with parents and carers.

Strategies

- ☺ Always remain calm
- ☺ Give praise - praise is the most common and best form of positive reinforcement in early years settings. Always comment on positive behaviour and name the child and describe the appropriate behaviour.
- ☺ Set clear limits - children and adults need to understand which behaviours are acceptable and expected (behaviour and language that is used at home may not be acceptable at nursery).
- ☺ Communicate with children - children should never be told that they are naughty. It is the action that is unacceptable and not the child. Practitioners should actively listen and should avoid giving orders without explanations and lecturing or nagging.
- ☺ Rewards - children need reassurance that they are behaving in an appropriate way and should be rewarded by an acknowledgement or comment about their behaviour. A smile or "I noticed that you packed away the bricks carefully, thank you" tells the child that the behaviour was desirable, acceptable and appreciated and will encourage a repetition of that behaviour. Reward should be used in a positive and meaningful way. "Thank you for sweeping up the sand" rather than "Good girl" as the child then understands which action is being praised. Rewards should not be used as bribes!
- ☺ Model appropriate behaviour - children make deductions about right and wrong by examples set by practitioners. Therefore, it is important that practitioners always act as appropriate role models. If "quiet voices when inside" is required then all practitioners must do the same. If sitting on tables is not allowed, then practitioners must also not sit on the tables.
- ☺ Ignore inappropriate behaviour - providing it is safe to do so, withdrawing attention from the behaviour is effective. All staff must agree to support the decision. Types of behaviour which can be

ignored include - crying to get attention, tantrums, challenging comments and finicky eating.

- ☺ Reprimand and warn - warnings should not be threatening and can often be non-verbal. Eye contact gives children a choice and does not damage self-esteem, as other members of the group may not notice. An alternative way of behaving should always be suggested and verbal warnings should not blame, belittle or berate the child.
- ☺ Withdrawal (time out) - when used correctly withdrawal can be a quick and effective way of helping the child restore self-control and learn to behave appropriately. The child should be told clearly why s/he is being withdrawn but this must not be used as a humiliating or punishing experience. There is no point in discussing the incident if the child is still angry, it is better to wait until the child has calmed down. Then is the time to help the child learn how to handle the situation or solve the problem in the future. The child should always be within sight and sound of the practitioner and should be returned to the situation quickly (after no more than 5 minutes if possible) where s/he can then be rewarded for positive appropriate behaviour. Withdrawal can be a learning situation in that it:-
 - Identifies what is unacceptable behaviour
 - Removes the child from peers' attention (the audience)
 - Gives the child time to calm down
 - Allows the practitioner to redirect the child into activities where appropriate behaviour can be rewarded
- ☺ Choices and consequences - it is important that children realise that they can control their own behaviour by making good choices and knowing the consequences of their behaviour. For example, if a child throws the sand they should be offered the opportunity to play properly or be moved away. If the child then plays nicely this should be commented on, if they still throw the sand they should be moved away from the area. Practitioners need to be firm, friendly and matter of fact, rather than harsh, critical, demanding or judgemental.
- ☺ Channelling - on occasions a child's inappropriate behaviour is because they are pursuing a schema. Practitioners may be able to channel the negative action in a positive way. For example, when a child is constantly throwing equipment staff could plan throwing activities to allow throwing in a safe and controlled way.

Strategies

- ☺ Use positive, corrective language
- ☺ Keep things in perspective
- ☺ Avoid a win/lose situation
- ☺ You don't need to shout to be heard
- ☺ Tactically ignore
- ☺ Remember to follow up and follow through
- ☺ Keep issues small
- ☺ Give the behaviour back
- ☺ Remember boys and girls are different
- ☺ Don't take anything personally
- ☺ Use sanctions as learning opportunities
- ☺ Use the curriculum as the focus
- ☺ Focus on the primary behaviour

Six Steps in Conflict Mediation

1. **Approach calmly** ~ stopping any hurtful actions. The adult is creating a "safe opening" for discussion.
2. **Acknowledge children's feelings** ~ the adult can often defuse a tense situation by this acknowledgement and acceptance of children's feelings.
3. **Gather information** ~ the adult finds out the details of the dispute from each child's point of view.
4. **Restate the problem** ~ the adult repeats or re-frames what the children have said, ensuring that each point of view has been understood.
5. **Ask for ideas for solutions** ~ the adult encourages the children to be in charge of the outcome and find a collaborative solution to the problem.
6. **Follow up support** ~ the adult affirms the children's accomplishments as problem solvers and ensures that the problem has really been resolved through careful and discreet supervision.

Books which enable children and practitioners to explore behavioural issues

The Lighthouse Keeper's Lunch
Say please
A Duck So Small
The Cross-with-us Rhinocerus
The Badtempered Ladybird
The Selfish Crocodile
Little Monster Did It
Little Lumpty
Knickerless Nicola
Eat Your Dinner
On Your Potty
On the Way Home
The Rainbow Fish
Bad Mood Bear
Don't Do That
Wash Your Hands
I Want My Potty
Naughty Nigel
The Elephant And The Bad Baby
Farmer Duck
Bad Baby
Where's The Baby?

Rhonda Armitage
Virginia Austin
A Benjamin
John Bush
Eric Carle
Charles and Terry
Helen Cooper
Micko Imai
Kara May
Virginia Miller
Virginia Miller
Jill Murphy
Marcus Pfister
John Richardson
Tony Ross
Tony Ross
Tony Ross
Tony Ross
Elfrida Vipont
Martin Waddell
Nannette Newman
Pat Hutchins

Conflict Resolution with Pre-School Children

Date and Time:	Practitioner:
Nature of Problem:	
Practitioner's Response:	
Ideas offered by children to solve problem:	
Follow up support:	
Solution offered if children cannot agree:	
Signed:	