**Weyhill Montessori School Behaviour Policy**

Each child is free to use the equipment and join in all the activities, as appropriate, and within the bounds of safety, social harmony and positive experience. We encourage good behaviour and support the child’s growing understanding of what is acceptable, what is not, and why. The boundaries that we set are few and simple so that all the children become familiar with them quickly and easily:

* Once a child has been introduced to an activity, s/he is free to choose and use it often, and for as long as s/he likes.
* No child may disrupt another’s activity.
* No child may deliberately harm another or him/herself.

These boundaries are upheld consistently and fairly by all the adults at the school, by their own adherence and by encouraging the children to do likewise.

If a child is having difficulty with these boundaries, we will take a positive approach in our guidance, including anticipation and elimination of potential problems, early intervention if the child(ren) involved cannot negotiate a situation by themselves, and redirection of attention to other activities. Wherever appropriate, a simple explanation as to why certain behaviour is unacceptable and what behaviour is expected, will be given at the time.

Persistently challenging behaviour will be discussed with the parents to help ascertain the underlying cause and to agree on a beneficial course of action. Elizabeth Odell is experienced in the use of the ABC Approach to managing behaviour. She has overall responsibility for behaviour management issues and for co-ordinating the implementation of this policy.

**Handling inappropriate behaviour (for parents)**

At Weyhill Montessori we endorse positive behaviour management by setting reasonable and appropriate ground rules which serve to encourage and promote self- discipline as well as the respect for others and for our environment including the materials and activities.

In the event that a child behaves inappropriately and in such a way as to pose a risk to themselves, to others or to the environment, they will be removed from the situation and supervised in a safe & quiet place. This might involve physical removal should the child show reluctance to be removed. It will be clearly explained that the behaviour is unacceptable and why it is unacceptable. The child will be offered the opportunity to remain in the quiet area until they are ready to modify their behaviour and return to the group.

Elizabeth Odell has attended Positive Touch training, which outlines how children can and should be physically handled, if necessary. De-escalation will always be attempted in order to reduce the need for physical intervention. Should physical intervention be required, however, we will ensure that:

* Two people help to remove the child from the scene, depending on the size of the child.
* We do not engage in dialogue with child initially. Child is removed to a quiet area and we remain unresponsive for five minutes or until child has calmed. Includes no eye contact.
* If physical aggression is displayed, two staff must be present.

The incident will be documented and shared with parents.

In all cases we will work with parents to ensure consistency in the strategies implemented to support the child to be able to manage their behaviour.

In the event that implemented strategies remain unsuccessful in an attempt to manage the behaviour, exclusion from the nursery will be considered.

In this case, written notice would be given to the parents including advice on seeking alternative childcare.

**Positive language**

It is expected that all staff at Weyhill Montessori develop, use and reinforce the use of positive language. Such language helps to manage and lead behaviour and learning by creating a supportive atmosphere and guiding the children to positive outcomes. We use the following guidelines to help us to communicate using positive language in our daily practise:

**Always use eye contact with children when you are speaking to them and working with them.**

Always aim to get down to the child’s level before you start talking. Eye contact is easier when you are at child height!

**Always** use **eye contact** with and amongst staff members working in the same room. **Eye contact** is the first point of communication. You are barely communicating with another person without it. Communication is a two-way process with a speaker and a listener, ensure you have engaged your 'listener'.

Be aware of personal body language and the impression that it gives the children. Crossing your arms can make you unapproachable and cuts you off from spontaneous interactions with the children.

Move towards the child or any other person when communicating with them, remember to respect the other person, try and make sure you move so that there are no barriers to your communication. Do not communicate across the room or table, so consequently “over” others.

Use your words to guide the children’s actions, rather than automatically offering your hand for them to take and then be guided physically. The children in your care are independent beings and it is our responsibility to promote this, such as "We are going to the bathroom together" "We are going to the garden together". Use the word TOGETHER to emphasis a joint action to help the child with that transition from one place to another.

If you wish to promote a transition of the children ie from the Work Cycle to stories or outside play, engage all the staff in this period so that all the children are spoken to individually and told what is happening, expectations set, and praised for achieving. ‘We are going out to play now. When you have finished your work please put it back on the shelf, and then you can join us. We are putting our coats on first. Thank you for joining us.’ This ensures that the calm atmosphere remains. A raised adult’s voice, or a jolt within the cycle, will only escalate volume.