Behaviour Management Policy

Introduction

Alamiyah Montessori uses as its guiding principle for the conduct of its staff, the highest example of behaviour encompassing compassion, understanding, tolerance, fairness, equality and respect. The policy sets out behavioural guidelines for the Alamiyah community and specific ways in which we will deal with behavioural issues. This will ensure consistency of approach, a secure, safe and happy environment and encourage mutual respect and self-discipline.

Aims

At Alamiyah we believe that children flourish in their learning when they know how they are expected to behave alongside the implementation of clear and consistent routines and boundaries. Children learn the values and principles promoted by the setting through excellent behaviour modelled and upheld by their teachers and through stories, songs and circle time discussions. Children should be free to play and learn without fear of being disturbed, hurt or unfairly restricted by anyone else. Children are encouraged to express their feelings using words and they are actively listened to, to ensure that their views and wishes are incorporated into the setting.

We aim to:

- create a healthy community founded on the basis of compassion
- value one another's perspective and backgrounds
- respect and protect one another's person and property
- promote exemplary behaviour amongst staff and pupils through the use of positive discipline throughout the whole setting
- protect the right of all pupils and staff to be in a peaceful, safe and secure environment conducive to learning and development
- protect children from any bullying, racism or any anti-social behaviour
- set clear expectations of respectful and good behaviour

- be consistent in it's application, including the use of consistent and clear language when acknowledging positive behaviour and addressing misbehaviour

Approach

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- We never use or threaten to use physical punishment or corporal punishment such as smacking or shaking or use or threaten any punishment that could adversely affect a child's well-being
- We only use physical intervention (where practitioners may use reasonable force to prevent children from injuring themselves or others or damaging property) to support a child if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We recognise that there may be occasions where a child is displaying distressed and/or behaviour which challenges and may need individual techniques to restrain them to prevent a child from injuring themselves or others. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents
- We do not single out children or humiliate them in any way. Where children are displaying behaviour which is challenging, they will, wherever possible, be distracted and re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable depending on their age and respecting their level of understanding and maturity
- Staff do not raise their voices (other than to keep children safe)
- In any case of behaviour which is challenging, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide on particular strategies to support particular types of behaviour

depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will be encouraged to apologise if they do feel sorry and have a good understanding of why saying sorry is appropriate

- We help staff to reflect on their own responses towards behaviours that are challenging to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases behavioural issues are tackled immediately. We may ask parents 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 the setting. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist
- We support children in developing non-aggressive strategies to enable them to express their feelings and emotions
- We keep confidential records on any challenging behaviour that has taken place. We inform parents and ask them to read and sign any incidents concerning their child

Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour support plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances, we may remove a child from an area until they have calmed down.

Expected Pupil Behaviour

Alamiyah's approach to behaviour management centres on implementing a code of behaviour for pupils and establishing rules with pupils at the start of the year and reinforcing these rules daily and consistently across the setting.

Code of Behaviour

According to their age and stage of development, each pupil is expected to:

- listen attentively to others
- listen to their teachers
- assist the teacher when requested
- maintain an organised, tidy, clean and peaceful classroom environment
- respect the ideas, contributions and achievement of other pupils;
- recognise the rights of others (pupils, teachers, visitors and general public)
- take responsibility of their own actions and their consequences
- be respectful to all adults and pupils, including visitors as well as members of the general public

In order to fulfil our intention to provide all children with a secure, friendly and peaceful learning environment, it is expected that children will also:

- be polite, courteous and respectful to other children and adults
- respect the personal space of others
- use acceptable and appropriate language at all times.
- handle the property of others including the property of the setting with care and respect
- play nicely, respecting the personal space and rights of others and avoiding rough play

Children are taught explicitly what good behaviour looks like through: modelling both by staff to pupils and pupils to each other; reminders of rules; circle times where pupils have the opportunity to discuss and explore a wide range of topics; including the purpose behind rules and procedures and the importance of adhering to them (e.g. brings about peace, harmony,...). Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support is identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

Positive Discipline

At Alamiyah a positive approach to discipline is employed. We understand that behaviour is a form of communication. Children are constantly communicating their needs and wants through their behaviour whether it is constructive or disruptive. Disruptive behaviour, whether physical and/or verbal, is displaying the child's belief system about themselves and how they feel. Discovering the belief behind the behaviour is a crucial starting point in positive discipline. The aim of positive discipline is to help provide children with the tools to effectively manage their own behaviour in order to promote self discipline, self esteem and well being. This is done in an environment of mutual respect and encouragement. All disciplinary measures will adhere to Montessori's ethos of positive discipline. Staff treat pupils within these guidelines at all times and if necessary refer to the policy, training notes or consult other members of staff for guidance and support.

Misbehaviour is described at Alamiyah as 'making the wrong choice' or 'making an error of judgement'. Mistakes are seen as opportunities to learn and to improve. Our role as staff is to support children in that process whilst protecting the right of all pupils to be safe and happy. Consequences for misbehaviour are always determined by the nature and frequency of the incidents in line with Positive Discipline Techniques and the setting's Montessori ethos. There will be no broad sanctions applied as we recognise that the same misbehaviour may be caused for different reasons and should be treated accordingly. At Alamiyah, we aim to 'respond' to misbehaviour and not 'react' to it.

With recurrent, persistent and severe behaviour, measures are first put in place to understand the root cause of recurring and continual disruptive behaviours. We see 'problems as a means for solutions'. The aim is always to understand the child, remove any obstacles that may impede their development (and be the cause of their misbehaviour) and lay out steps/strategies to help the child develop inner discipline. Children often test and push boundaries, it is a normal process of their development as they make sense of who they are in the process of forming their personalities. The emphasis is on the journey of bringing the child to inner discipline and well being. This is our goal and how we measure the success of this approach.

Acknowledging Positive Behaviour

At Alamiyah, we understand that encouragement can be more effective than discipline in motivating pupils. The setting is committed to promoting and acknowledging good behaviour, and may do so in some of the following ways:

- verbalisation of positive action or quality by staff to pupils and parents;
- certificates which recognise contributions to the Alamiyah Community;
- celebration assemblies; special privileges; awards for very specific achievements

Staff Training

All staff will be inducted into the Positive Discipline approach and training provided to ensure they are competent in applying it. They will also be expected to acquaint themselves with our behaviour policy and our Positive Discipline approach through reading our policy, attending training and learning about positive discipline through resources that can be accessed through the Positive Discipline Association of which the setting is a member. Staff are expected to model standards of behaviour within the setting's Positive Discipline framework, good behaviour is commented upon both on an individual level and across the setting. Class meetings, assemblies and other times where positive behaviour is celebrated, reinforce good behaviour on a regular basis.

This approach must be implemented in partnership with parents and carers in order to be effective and to have a long lasting impact.

Staff will also be inducted and receive training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Ongoing engagement with experts, such as the LA SEND team Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation.

Parental Responsibility

Parents must have signed a parent partnership agreement which outlines the responsibilities of the parent including those around behaviour and attendance. Parents are encouraged to get to know the Alamiyah's behaviour policy and, where possible, take part in the life of the setting and its culture. Parents have an important role in supporting the setting's behaviour policy and are encouraged to reinforce the policy at home as appropriate. Parents have a clear role in making sure their child is well behaved at the setting. Alamiyah relies on parent partnership to support the child and family, if the family does not engage to support their child, this would be a contravention of the parent contract and may put their place at risk.

Parent Partnership

Good behaviour can only be maintained when parents take an active role to ensure good behaviour continues outside of the setting. It is for this reason that we view parents and carers as partners in promoting good behaviour, values and morals. Parents are expected to support their children to behave well through providing a peaceful home, good routine, balanced diet, sufficient exercise, use of good language, parental support for learning and the use of a kind yet firm parenting approach.

This is the ideal and cannot always be maintained or achieved by all parents all the time. If there are issues in the home environment which may affect a child's behaviour, such as a separation or moving home then we expect parents to work with the setting to support the child through the difficulty. Parents will also be informed of behavioural issues or incidents which occur at the Alamiyah so that parents can work with the setting to improve their child's behaviour and bring it back to an acceptable level. Parents will also be expected to attend meetings regarding misbehaviour which can be called at short notice if the behaviour is concerning or extreme. It is our policy to be transparent and work with parents as partners at all times unless a safeguarding concern means that this could put the child at risk.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Staff should have high expectations for all pupils, including pupils with SEND and manage pupil behaviour effectively, whether or not the pupil has underlying needs. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to SEND. Where pupils are identified as having Special Educational Needs, staff should consider whether the pupil understood their misbehaviour and whether it is appropriate to follow the usual behaviour management steps.

A graduated approach to assess, plan, deliver and then review the impact of the support being provided should follow. If a pupil has an EHCP, the provisions set out in that plan must be secured and the setting will work closely with the local authority and other agencies involved.

Adjustments can be made to routines for pupils with SEND, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary and some examples include:

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating to allow a pupil with visual or hearing impairment to sit in front of the teacher;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Resolving Issues/Conflicts

Older pupils will have the opportunity to resolve any conflicts between themselves through the means of a peace table. Matters arising during the course of the day or week can also be resolved through small group circle time under the guidance of a teacher.

Behaviour Management

In order to achieve a disciplined environment and to assist children in developing self-discipline the following protocols apply:

- Rules governing the conduct of the group and the behaviour of both staff and children are discussed and agreed within the setting and explained to all newcomers, both children and adults.
- Ground rules are realistic and understood by all staff and children at the setting.
- Staff recognise that rules are most effective when the children themselves have been involved in deciding the boundaries of acceptable behaviour.
- All adults in the setting ensure that rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of positive behaviour.
- Staff remember that unacceptable behaviour is dealt with most effectively through modelling and discussion. Adults in the setting provide a positive model for the children with regard to friendliness, care, courtesy and respect.
- Part-time members of staff adhere to the principles contained within this policy and inform the relevant class teacher of any misbehaviour. All incidents must be dealt with regardless of time constraints but if necessary, behavioural issues can be passed over to the class teacher.
- Staff consider that children will not hear what they have to say until they feel heard themselves and all misbehaviour is addressed through open and non-judgmental discussion.
- Questions and discussions are used to encourage the children to take responsibility for their actions and to recognise the subsequent consequences.

Staff insist on acceptable standards of behaviour, work and respect when maintaining discipline. Staff recognise that pupils who are engaged and stimulated by their work are less likely to misbehave. They encourage positive behaviour by commenting specifically on specific positive actions or behaviour in accordance with positive discipline.

Positive Discipline Guidelines

At Alamiyah, staff never:

- Shout or raise their voices in a threatening way
- Use techniques that are intended to single out and humiliate children
- Give ultimatums or use threats such as ‘no playtime unless you tidy up’’
- Humiliate children or undermine their confidence and self-esteem in any way.
- Enter into disciplinary discussions until all persons involved (including staff) have ‘cooled off ’and are able to engage in conflict resolution without the intrusion of negative emotions
- Use punishment as a form of discipline
- Any form of physical discipline such as smacking, pushing, handling in any forceful manner or holding or pulling children by the wrist or arms

Staff respect the child and employ a hands off approach. They do not touch the children in their care without permission to do so unless an emergency arises or the child needs to be prevented from harming themselves.

An appointed person will be responsible for coordinating management of behavioural issues that arise. **Emine Said is the Behaviour Management Officer**.

Important Points to Note

- ➢ All staff are responsible for handling behavioural issues.
- ➢ All the staff at Alamiyah are expected to model high levels of positive behavior and use the approach of being both kind and firm consistently.
- ➢ Where there is a problem between two or more pupils, staff will allow the pupils to try and resolve the issue independently and facilitate this where needed
- ➢ Through daily observations and interaction with the pupils staff will begin to learn their personalities and patterns of behaviour and will in this way be able to identify changes in behaviour and the reasons behind them. Staff will then be able to

address problems in a natural way as they arise.

- ➢ When addressing a problem staff will present pupils with positive choices which will help to resolve any issues
- ➢ Staff will use positive strategies for handling any conflict by helping pupils find solutions according to the pupil's ages and stages of development,

Staff may offer suggestions to the children regarding the consequences of their behaviour and in all cases these will be respectful, reasonable and related to the misbehaviour. Only as a logical consequence and after discussion with the child may staff expect to:

- Change seat or place
- Ask a child to remove him/herself from group activities
- Ask a child to clean up any mess or rectify any damage that has been caused
- accept the results of their action

Steps to undertake when Managing Behavioural Issues

Without eliminating the personal approach of each staff member, the following steps are generally followed by staff:

- Identify the misbehaviour and address it with the child in question. If a consequence already exists for the misbehaviour then follow through (i.e. interrupting or disturbing a group, requires the child to remove themselves from it)
- If there is no consequence choose a suitable time to discuss what it should be with the child.
- Maintain a manner that is calm, friendly and non-judgmental and share with the child how his/her behaviour has affected you and the rest of the group.
- If the behaviour is concerning and parents need to be informed then the incident should be recorded on a **Record of Behaviour Form** and signed by a staff member and parent. It is necessary that parents are aware of any concerning behavioural issues so that they can support with the behaviour at home. Alternatively if the behaviour is not concerning, parents may be spoken to informally as part of the usual parent communication and logged on the parent log.

Children who misbehave will be given one-to one adult support when necessary. Pupils will be spoken to kindly and every attempt will be made to understand the reasons behind the behaviour and work towards a better pattern of behaviour. Where appropriate this might be achieved by a period of 'time out' or 'cooling off'.

Serious or Persistent Behavioural Issues:

Behaviours that are serious and are a cause for concern include :

- aggressive behaviour towards others, can include using hands,feet or body
- rudeness whether verbal or physical
- refusing to comply, turn take and cooperate with others
- damaging materials, resources and equipment
- swearing and the use of verbal abuse
- bullying in any form, including name calling, singling others out, teasing
- aggressive tantrums
- displaying inappropriate sexual awareness or behaviour
- disruptive behaviour during group times or activities/presentations
- displaying challenging behaviour at meal times

The following needs to be taken into consideration whilst dealing with the behavioural issue;

- the age and developmental stage of the pupil
- the motivation behind the misbehaviour
- the context and situation leading to the misbehaviour
- the needs of the pupil and the needs of the group
- Number of occasions the child displays the behaviour
- Role models of those around the child
- Reasonable requests and expectations of the child
- The needs of the child and the needs of the group

- Any serious misbehaviour (including those listed above) will be logged on an **Record of Behaviour Form** (found in the office) and passed to the Behaviour

Management Officer (Mrs Emine Said). For serious incidents the Behaviour Management Officer, Manager and Deputy will take the form and speak to the parent/carer about the incident. Parents will be required to read, sign and write a comment if they wish to. The form details the incident (based on the facts of the incident or observed behaviour) and the action that was taken to address the incident at its occurrence. These forms must be completed straight after any significant event by the most senior teacher who witnessed the incident and given to parents on the same day unless there is some reason why this cannot be done.

- With persistent and/or recurring misbehaviour, a log will be kept detailing the type of behaviour and its frequency. This log will help highlight any patterns and draw up a clearer picture of the behaviour. This will hopefully lead to a better understanding of the cause of the behaviour and create a consistent approach between home and the setting. Once evidence has been collated, a meeting will be arranged with the parent/carer in order to identify and discuss possible triggers and solutions.

Child on child Abuse

For further information on child on child abuse please see the Safeguarding Policy.

Extreme Behaviour:

- On the occasion that a child becomes aggressive towards children and staff, and in the case where the child is unable to stop the aggression, the child may need to be taken to another room to calm down. A meeting will be called with the parents at the earliest opportunity to discuss strategies and an action plan to support the child.

In cases of serious or extreme behavioural issues, the setting will consider whether the behaviour gives cause to suspect that a child is suffering or likely to suffer significant harm. It should be considered whether continuing disruptive behaviour stems from unmet needs. In this case staff will follow the setting's safeguarding procedures (See Safeguarding Policy) At this point a Multi Agency Assessment may be necessary.

Definitions

Reasonable means using no more force than is needed.

Control is passive physical contact which can be standing between pupils or blocking a pupil's path or active physical contact such as leading a pupil by the arm out of the class.

Restraint means to hold back physically or to bring a pupil under control.

Reasonable Force

Reasonable force or physical restraint would only ever be used as a last resort strategy and as a measure to protect the child from harming themselves or others (including property). Any use of restraint force by staff will be reasonable, proportionate and responsive not reactive. Reasonable force will be used in accordance with the guidance Use of reasonable force (July 2013). Physical restraint covers the broad range of actions that involve a degree of physical contact with pupils. Force would usually be used either to control or restrain. This can range from guiding a pupil to safety through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. Alamiyah staff would always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Situations when reasonable force may be used:

1. To separate pupils who are fighting
2. To prevent a pupil from attacking another pupil or member of staff
3. To restrain a pupil at risk of harming themselves through physical outbursts

4. To prevent a pupil from leaving a classroom where allowing them to leave would risk their safety or lead to behaviour that would disrupt the behaviour of others
5. To prevent a pupil behaving in a way that disrupts a trip, visit or event

When reasonable force is used by staff in the course of dealing with a serious incident, it is recorded in writing and logged. The parent/carer will be informed and asked to sign a form. A meeting will be arranged with the parent/carer to discuss the incident and way forward. It is important to note that at Alamiyah, any form of punishment is never used and staff would never use force for any reason other than to protect the child and to keep them and the other children safe. The use of force or handling of a child for any other reason than for their safety and security is completely prohibited at Alamiyah Montessori alongside corporal punishment.

The setting will always make reasonable adjustments for disabled children and children with special educational needs (SEN). Risk Assessments are drawn up as part of an individual behaviour plan for pupils who may exhibit challenging behaviour.

Staff Accused of Misconduct

All complaints about the use of force shall be thoroughly, speedily and appropriately investigated. Any allegation will be subject to LADO staff capability procedures (See Safeguarding Policy). Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Anti-bullying

We encourage children 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 behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years. Staff will intervene when they think a child is being bullied, however mild or harmless it may seem and sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour. By promoting positive behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop a positive sense of self, have confidence in their own abilities, make good friendships, co-operate and resolve conflicts peacefully. These will provide them with a secure platform for school and later life.

Monitoring and Evaluating Behaviour

At Alamiyah there are effective procedures for data capture, including the main components of the behavioural culture. This is monitored analysed regularly through class and staff observations, pop in's by senior management and through the types of behaviours that are reported. There is a transparent culture which enables staff and children to speak freely about any issues that arise. Information and data is analysed at a setting level, group level and individual staff and pupil level. Recommendations are then made and actions implemented to ensure that good behaviour is maintained.

Review

This policy will be reviewed annually or sooner or if there is any change in statutory guidance or legislation. See 'Policy Review Schedule'.

Adopted in a meeting at Alamiyah Montessori on 08/09/2025

Last Reviewed: 01/09/2026

Signed by Nasim Bobat (Manager) and S Motara (Director/Nominated Person)

on behalf of Alamiyah Montessori

Legal Framework

This policy has been written as guidance for staff, parents or carers with reference to the following guidance and documents:

The Equality Act, 2010

The Children Act, 1989

SEND Code of Practice, 2015

Keeping Children Safe in Education, Sept 2026

Preventing and Tackling Bullying, October 2017

Use of Reasonable Force, July 2013