

WHARFEDALE MONTESSORI SCHOOL

Wharfedale Montessori School, Strid Cottage, Bolton Abbey, Skipton, North Yorkshire, BD23
6AN

Promoting Positive Behaviour Policy

Version 1.0

Reviewed by Jeremy Clarke - January 2025

Review Cycle – Annual

Next review – January 2026

Document History

Revision	Amended by	Revision Date	Description
Reviewed	Imogen Hardy Julie Butterfield	April 2018	Whole staff team collaboration to agree behaviour improvement plan.
Changes and additions	Staff team	June 2023	Changes made to procedure Anti-bullying Policy separated from Promoting Positive Behaviour
Review and additions	Jeremy Clarke	January 2025	Added new wording within aims, expanded on removal from classroom

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Introduction

At **Wharfedale Montessori School** we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The School actively promotes British values and encourages and praises positive, caring and polite behaviour at all times. We provide an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own wellbeing, safety and the safety of their peers. Within the setting we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in their own environment and that of others around them. Children of all ages are encouraged to make their own choices with regards to their behaviours, and have agency over their actions.

Aims

We aim to:

- Recognise the individuality of all our children and that some behaviours are phases in young children e.g. biting. We recognise that social conflict is often part of natural development for primary aged children
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities which are explicitly taught to develop a sense of personal responsibility, social skills and emotional awareness and literacy
- Ensure that all staff act as positive role models for children
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown
- Work in partnership with parents by communicating openly
- Encourage children to feel proud of their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system in Children's House and group guide in the Primary classroom enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate

- Ensure that in the Primary classroom the children have regular community meetings to discuss situations which arise including minor conflict, from their perspective. The aim being to reinforce democracy and the importance of community responsibility
- Support children to develop self-regulation and empathy as appropriate to the stage of development
- Have a named person who has overall responsibility for behaviour management.

Responsibilities

The key persons for managing behaviour will:

- 1 Advise and support staff on behaviour issues
- 2 Keep up to date with legislation and research relating to behaviour
- 3 Support changes to policies and procedures in the setting
- 4 Access relevant sources of expertise where required and act as a central information source for all involved
- 5 Attend external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

Expectations

Our setting rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. The classroom rules are;

- 1 Do not hurt each other (physically or emotionally)
- 2 Do not distract others
- 3 Do not misuse materials.

We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour.

Redirecting children sensitively

This is an essential framework that we use to respond to children's behaviours.

- 1 Wait and observe, we give the child time for self correction. This is our ultimate goal.
- 2 Utilise non verbal interaction: we use eye contact and body language to communicate with the individual and the group.
- 3 Utilise verbal interaction: we use a kind but firm tone to give a clear message that the behaviour not the child is unacceptable and acknowledge the feelings of the individuals involved
- 4 Reset – Allow the child time and space for self-regulation and de-escalation
- 5 Support discussion to reach a peaceful resolution

We do not use or threaten to use physical punishment/corporal punishment.

We will only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary and if applicable, in accordance with the EYFS statutory framework. 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 for some children there may be specific development needs that mean regular and ongoing restraint may be necessary to keep themselves and others safe from harm. Any restraint used will be carried out by staff who have received specialist restraint training and staff will use techniques and guidance recommended by the approved training provider. Specialist restraint arrangements will be agreed with parents and recorded. We will complete an incident form following any use of restraint and notify the parents the same day.

We do not single out children or humiliate them in any way. Where children use unacceptable behaviour they will, wherever possible, be redirected to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity.

Staff will not raise their voices (other than to keep children safe).

We decide how to handle a particular type 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 only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate.

We help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate.

In all cases we deal with inappropriate behaviour in school at the time. We inform parents if their child's behaviour is ongoing and does not respond to positive redirection. 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 ask the parents to seek additional advice and support from other professionals.

We support children in developing non-aggressive strategies to enable them to express their feelings.

We keep confidential records on any inappropriate behaviour that has taken place.

Immediate Action

Staff have the option of using immediate sanctions with pupils who display inappropriate behaviour. These are always relevant to the particular child and their stage of development, and involve the short term removal of usual privileges. Examples of such action might include:

- Working on their own rather than with peers
- Taking their outdoor break separate from their peers
- Being restricted to a particular area in the classroom.

In circumstances where these actions do not have any impact, or the teacher's assessment is that the child is unable to calm or control their behaviour (and may cause themselves or others significant distress or harm) a parent may be called and asked to collect their child.

Behaviour Improvement Plan

If a child's behaviour is ongoing and does not respond to the approach above, then the School will implement a Behaviour Improvement Plan. This is a more formal approach designed to ensure consistency between School and home in order to support the child effectively. This is for use when we feel the need to closely monitor a child's behaviour during all parts of the day, including all aspects of the work cycle. A meeting will be held with the child's parents to explain the need, intention and practical method of the plan. Specific agreed objectives and targets are written on the child's plan. The BIP has an observation page which is used to remark on how the child is achieving their targets. There is a review at the end of each week, with objectives for the following week. BIP proforma attached.

Behaviour improvement plan

Name
Date
Identified behaviour
Objective of plan
Proposed action
Observations (use additional sheets as required)
Review and evaluation
Date consulted with parent/carer and follow up action agreed
Parent action
Parent signature

Removal from the Classroom

When a child is behaving in a way that is disruptive to other learners, and normal reminders are not helping, the child may be removed to work separately. This is a temporary measure to allow some relief for both pupils and staff.

When removed from the classroom a “Working Separately Record Sheet” is completed. This is designed to identify the specific inappropriate behaviour and identify immediate changes / improvements for when the child returns to their classroom. See proforma attached.

Removal from the classroom
Date
Reason for being removed
Duration / work completed
Work I am going to do next is...
What I am going to work on so I can work successfully in my work area...
Staff member
Witness
Parent signature

When a child has been removed from a lesson, parents will be informed verbally when the child is collected from school. Parents will receive a copy of the “Working Separately Record Sheet”.

Exclusion

In serious cases, temporary or even permanent exclusion will be considered.

Help Organisations

Early Help	01609 534842
Craven Children and Family Hub	CandFHubCraven@northyorks.gov.uk 01609 533118