WALTHAMSTOW MONTESSORI SCHOOL
Behaviour Management Policy

This policy should be considered in conjunction with our Anti-Bullying, E-safety, Equal Opportunities and Safeguarding policies.

Policy statement

Many children are at a school or nursery for a large part of their day. Every childcare provider therefore has a great responsibility for the personal, social and emotional development of the children in their care. Our school environment will have a positive behaviour ethos in which children's needs are the primary consideration.

We provide a well organised and calm school, where all children, staff and parents as well as visitors, understand the behavioural expectations. Adults' behaviour provides clear role models to the children and should at all times be caring, warm, courteous and respectful to all individuals within the school's environment. Staff should always be aware of their verbal and body language, as well as their emotional reaction to the children and how they respond to them, seeking support when needed. WMS sets realistic and age-appropriate expectations of children's behaviour and guides them towards achieving these.

What are the aims of the policy?

We aim for all children, staff and parents to understand the behavioural expectations and the strategies that are in place in our school, in order to create a positive school ethos. We aim for the adults caring for the children at WMS to manage the children's behaviour in a way which promotes their welfare and understanding. WMS aims to have clearly communicated expectations of children's behaviour and recognise that children may have early years needs (e.g. play). This may mean providing support which is appropriate to their emotional/social age. As staff, it is important that we work consistently with our children so that a shared approach is used throughout our school.

Staff will always operate in line with our Equal Opportunities Policy and consider the abilities and needs of individual children.

Why Does Unacceptable Behaviour Occur?

Most of children's unacceptable behaviour is a reaction to an aspect of their environment. They may be stressed, worried, unhappy or bored, and they may behave inappropriately. For younger children, poor behaviour can be part of learning about what is and what is not acceptable. Other reasons for poor behaviour are insecurity, unexpressed feelings and in rare cases abuse, food intolerance, allergies, or special educational needs.

What actions will we take?

We will encourage the children to:
• Listen to each other.
• Care for themselves and each other.
• Share activities, resources and equipment.
• Enjoy healthy eating.
• Join in with all physical activities.
• Discuss and be involved in setting out our school rules and have agreed rules with the older children.

What does this policy prohibit?

What does this policy prohibit? The Children Act 1989, Children Act 2004, Every Child Matters, the Child Care Act 2006, the Statutory Framework for the Early Years Foundation Stage, Sep 2025 and Practice Guidance for the Early Years Foundation Stage and the UN Convention for the Rights of Children **prohibit** the following:
• Smacking and hitting
• The use of any type of physical force
• The threat of physical force as a deterrent
• Shouting at a child
• Bullying children as a form of discipline
• Humiliating children as a form of discipline
• Direct and hurtful criticism
• Unnecessary criticism
• Insulting a child
• Cruelty to children

• Withholding food/milk/drinks or forcing children to ingest anything they don't want to.
• Leaving a child to cry themselves to sleep

Physical intervention will only be used to manage a child's behaviour if it is necessary in order to prevent personal injury to the child, other children or an adult. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents/carers/legal guardians of the child will be informed about it on the same day. See our Pupil Restraint Policy.

Named Person

The named person who has overall responsibility for supporting children's personal, social and emotional development, including issues concerning behaviour is Lorna Mahoney, our Principal.

The named person is responsible for:

- Advising and supporting staff and parents in appropriate ways of dealing with challenging behaviour.
- Advising staff on appropriate training in relation to behaviour management.
- Monitoring and updating this policy with current legislation, government initiatives and research on effective ways of managing behaviour
- Recording all serious incidents in the Incident reporting book
- Liaising with parents when serious incidents occur
- Seeking the assistance of external agencies i.e. London Borough of Waltham Forest Children and Young People Services to decide on whether to withdraw a child's place if extreme behaviour occurs that affects other children adversely and conflicts with the safe running of the school.

How do we encourage positive behaviour and what management strategies do we use?

Effective behaviour management strategies include positive guidance techniques, distraction, redirection, early intervention to prevent a dispute, removal of potential problems, positive anticipation of behaviour and occupying children at all times through appropriate activities.

Examples are;

- Positive guidance techniques, including sit nicely please or listen carefully please.
- Distraction comments include look there's a butterfly/aeroplane/green pencil or I need someone to hold my hand/help me with the paint/glue/books
- Positive comments to intervene would be appropriate if a dispute was about to occur and include there are three blue hoops to play with over there or would you like to play in the house or I'll get out the pencils/sticky paper/ etc.
- Positive anticipation may require observation and appraisal of a child so that triggers or stimuli to the unacceptable behaviour are noticed before the behaviour occurs. Positive actions can be adopted such as redirection e.g. come and listen to this story or let's work with the puzzles or can you please help me with the pencils.
- Ensure that activities planned are appropriate to the child and group of children and each child's stage of development and needs.
- Removal of potential problems e.g. let's put the puzzle away now or come and sit over here and we can look at a book.
- Encouraging good behaviour and caring for creatures and plants.
- Stars, stickers, verbal reward etc can be useful.

What is the role of staff?

To create a positive ethos all staff must:

- Present a positive role model
- Positively reinforce good behaviour
- Always praise children for efforts/trying hard
- Always praise children for what they have done/achieved
- Always support children
- Always respect the child as an individual
- Have regard at all times our Equal Opportunities Policy and other school policies
- Always try to understand any personal struggles, frustration or difficulty the child may be having
- Adopt positive behaviour management strategies
- Offer children choices
- Persuade reluctant children to confirm to positive expectations
- Liaise fully with the named person for behaviour management and parents

What training do our staff receive?

Staff will receive behaviour management training in the following ways:

- At staff meetings.
- At training courses approved by the Principal.
- Within the school from the SENCO or senior staff at WMS.
- By outside agencies or training providers involved in staff training and development.

What is the student's role?

Students must always use positive behaviour management strategies as described above. Students must refer any concerns to the child's teacher. Students must never discuss behavioural concerns directly with parents.

What is the Parents/carers Role?

Parents will always be kept fully informed of any concerns regarding children's behaviour. If a child continually shows signs of unacceptable behaviour the child's teacher will discuss this with the child's parents and the Principal. The class teacher, Principal and parents will agree a plan of action, whereby staff and parents can work in partnership to provide a consistent approach. Parent's suggestions concerning positive behaviour management will be welcome.

In there any particular behaviour for which we have strategies?

Incidents which fall within the areas described below and give cause for concern must have a witness statement and be filed in the child's file. Parents must be kept fully informed and confidential records must be kept in the school.

Biting:
Biting is a very common concern. Children who are two years may bite and are not yet aware of the discomfort caused. A constant dialogue between parents and the school is important. Staff must not become frustrated if the child takes long time to adjust this behaviour. Biting and putting objects in their mouth is natural and parents may wish to bring in a special toy. See our Biting Policy.

Racist Comments:
Young children can occasionally make totally unacceptable racist comments. It is likely that they have heard these comments elsewhere and do not fully understand what they are saying. These comments must always be challenged, and the child must have an opportunity to discuss these comments with their teacher. The subject of any comment must be supported by their teacher. Parents of every child involved must be informed and have the opportunity to discuss the incident fully. Curriculum activities should be planned to actively challenge any incidents.

Temper Tantrums:
Children occasionally have temper tantrums. If a child has a particularly violent outburst other children and adults must move away. A trusted adult will talk to the child encouraging them to calm down and talk about what has caused their anger. Often, children are shocked by the strength of their emotion and so will need a great deal of reassurance and comfort once the tantrum has subsided. Staff must not restrain any child unless they are very likely to injure themselves or other chid or adult. Parents/carers must be informed that physical restraint was required in order to protect the child. In the very unlikely event of this occurring, the child must be restrained for the minimum amount of time and with the very minimum amount of restraint. This must be dealt with by the most senior person in the room. (This guidance complies with government recommendations.) Adults present must write a witness statement to record the incident. Copies of these statements will be shared with the parent/carer and kept in the child's file. See our Pupil Restaint Policy.

Spitting:
Spitting can occur as one-off incident or a series of incidents. Joint strategies should be developed and agreed with the child's parents. The child's teacher must talk to the child or children concerned and explain the anti-social nature of such behaviour. Spitting is unhygienic and saliva must be dealt with as a bodily fluid.

Squabbling:
As part of the process of learning to share and socialise, children may have squabbles. Any concern will be shared with the parent/carer. Analysis of incidents of squabbling can often ensure that positive strategies are adopted to avoid further incidents.

Hitting/Lashing Out/Punching/Bullying:
Children quickly learn that this is unacceptable behaviour both at home and at school. Full parental involvement is required and any incident should be discussed on the day it occurred. The incident must also be explained to the parents/carers of the child who has been hurt.
At WMS our focus is on prevention rather than reaction. This is about knowing our children and spotting triggers.

This policy was adopted on: 01.03.2016

Date Last Reviewed: 1st September 2026

Date to be Reviewed: 1st September 2027