



BEHAVIOUR MANAGEMENT

AIM

Colourbox Montessori Nursery school believes in practicing an approach which supports children's development of self-discipline in accordance with Montessori philosophy. We believe that children who acquire the ability to be self-disciplined learn to balance their needs with those of others, feel good about themselves and become increasingly more independent.

How we achieve this:

Staff always treat children (and each other) with respect. We believe that there are no circumstances in which physical punishment or humiliation can be justified in any nursery. The methods that we use are only those which promote development of self-discipline and are always developmentally appropriate. They are reflected throughout our whole Nursery approach.

We are aware that limits must be set in order to help children control their own behaviour, but the limits are only those that are truly necessary, because young children become confused by too many rules. The limits set in the Nursery are always made clear and a reason given for each one. One example of a rule is "We walk in the Nursery because children can easily be knocked over and hurt if we run".

Our approach is always to show the children the consequence of their actions, and to guide them. We provide opportunities for them to learn how to interpret feelings, by listening to them and to offer the necessary support that will enable them to verbalise their own frustrations, hurts and disappointments.

How a particular type of behaviour is handled will depend on the child and the circumstances. It may involve the child being asked to talk and think about what he or she has done. We encourage children to show that they are sorry rather than just using the word in the hope of ending the situation.

We feel that consistency is important in giving children a feeling of trust and security. Therefore, directions given to a child will be followed up with action – e.g. if a child is throwing scissors, we will remind the child that scissors are for cutting and next, that if they continue to throw the scissors then the scissors will be taken away. If the child persists in throwing the scissors, the scissors will be taken away from the child, until he/she feels that they can use them appropriately.

In some cases, the child will be removed from the situation until he/she has calmed down and had a chance to reflect on their behaviour. The choice of when to return is left with the child.

We recognise that you are the person who knows your child best, and we will discuss such situations with you to gain further knowledge and understanding of your child.

If necessary, parents will be invited to discuss and agree a behavioural support plan for their child so that there is a consistent approach to behavior that supports the child's needs. We are required to keep a log of serious behavioral issues. These incident forms are kept in the child's file. The information recorded shows the details of the incident, whether or not other children were involved, and what was happening in the environment at the time of the incident. It also records information such as how the incident was dealt with. Such incidents will be shared with the parent/carer. This will help us to gain a better understanding of each child's individual needs. The parent/carer will be asked to sign to show that this incident has been discussed with them. Ongoing observation of children is the best way to check and ensure that their needs are being met.

Guidelines for conflict resolution:

1. Stop any hurtful actions or words.
2. Gently gather the children concerned to you, using a calm neutral voice.
3. If an object is involved, hold it so that the children can focus on the solution rather than the object.
4. In a calm, neutral voice, gather information from the children by using open-ended questions. Avoid taking sides or making assumptions. Give the children plenty of time to formulate their thoughts.
5. Re-state the problem (e.g. "So, you both wanted to use the tricycle at the same time...")
6. Ask for solutions and agree a way forward with the children. If they cannot think of a solution, ask if they would like to hear your solution – help the children to think through the consequences of a solution.
7. Provide follow-up support.

Colourbox behavioural support officers are: Sandra Copping, Joanne Bradbury, Sally Gammon, Abigail Clarke and Sharon Holloway.

Above all – we feel that it is important to praise the positive.