



Behaviour Management Policy

Updated 07 February 2018



Note: the elements that make up this policy are contained within the school's policy and operational plan under the headings:

- 3B. New pupil
- 3F. Discipline
- 3J. Self-development
- 1P. Equal opportunity

These sections are reproduced here

3B New pupil induction

1. Provision should be made for new children to be introduced and assimilated into the class
 - a) Children should visit in the term prior to entry.
 - b) Group teachers should make new children a priority.
2. Information as to how both parents and children are expected to behave should be sent to new parents prior to the beginning of term
3. Parents should be given the opportunity to stay in the classroom for a short time during the early part of the session if the directress considers it to be necessary

3F Discipline

1. Corporal punishment is strictly forbidden.
2. There must be no punishment chairs or corners.
3. Careful observation must be made of children behaving strangely to determine the cause of their behaviour. In consultation with the parents, and with the teachers acting in unison, a strategy should be devised to suit the individual child
4. Bad behaviour should be dealt with firmly whilst leaving the inner self of the child untouched i.e. by avoiding sarcasm or words that might humiliate the child.
5. In line with the Montessori principle of non-interference, or observation, children should be given the opportunity to resolve minor conflicts and misdemeanours by themselves, in the first instance.

3J Self-development

1. The child should be treated assiduously as an individual; great care should be taken to respond to his/her intellectual, emotional, social, physical and spiritual needs.
2. The child must be allowed to set the pace.
3. The child must be guided not instructed; teachers should understand the difference between intervention and interference.
4. At least 1½ hours per session should be made available as an uninterrupted work period. This minimum period should be extended wherever possible.
5. Spontaneous activity and independence should be encouraged.
6. The children should be encouraged to help maintain the environment.



7. Teachers should demonstrate a willingness to withdraw the moment the child no longer needs help.
8. Teachers should be calm and patient with an appropriate use of voice at all times.

1P Equal opportunities

2. As the provider of education and childcare, the school will treat all children with equal love and attention. No part of the school, its equipment, structure, activities or personnel will be withheld from a child except out of developmental necessity. Except for siblings, who have priority, entry into the school is on a first come first served basis. Children are not interviewed and anyone who wishes to may register their child for inclusion on the school's waiting list. This ensures that the school's intake genuinely reflects that part of the local community that can afford the fees