



# Behaviour Policy

Author	Michael Garrett
Version	1.0
Created	10 February 2025
Next Review	10 February 2026
Approved By	Ann-Marie Garrett
Approved Date	24 February 2025

## Introduction

At Mont21hub, we aim to provide a positive environment that follows the fundamental values of mutual trust and respect in accordance with the principals and philosophy of Montessori pedagogy. As good behaviour is essential for effective learning to take place, this forms a vitally important and integral part of our school's culture.

We believe all learners are entitled to learn in a caring and safe environment where they are treated fairly and equally. We want our learners to develop as independent, confident, self-motivated individuals with a positive self-image, and an understanding of their role and responsibilities within both school and society.

This policy presents a fair, consistent and transparent approach towards positive relationship management.

Good positive relationships will be actively pursued and encouraged throughout the school and which forms an essential element of personal, social and emotional development. We believe that positive relationship management is a collective responsibility and that all adults and learners involved in the life of the school, have a duty to abide by this policy.

We aim for co-operation and follow the principles of conflict resolution.

## Agreements

We initiate but not lead conversations with our learners at the beginning of each academic year into how time is best spent in school so this is happy and safe for everyone no matter of individual need and personal characteristics. Accomplishments and positive behaviour by individual learners are celebrated during circle time.

## Proactiveness

In our small community of adults and learners, we are proactive in fostering positive relationships by daily reinforcement and modelling of the the following attributes,

- **Respectful** to each other
- **Empathy**, being thoughtful, kind and polite
- Helpful and **collaborative** to each other
- **Responsible**, honest and trustworthy
- **Resilient** and **positive** growth mindset
- Open and self-regulated **communication** with praise given as often as possible

We set high expectations by knowing our learner's well, their needs, personal attributes and characterises so that we are well prepared at times of challenge.

We discuss positive relationships as part of our PSHE curriculum.

## **Unacceptable Behaviour**

There are many examples which represent unacceptable behaviour that disrupts learning and effects the positive values and culture of the school including;

- Talking back, arguing and refusing to follow instructions.
- Intentionally disrupting the learning environment e.g shouting, throwing, kicking etc
- Misuse of furniture, materials, resources and IT equipment.
- Encouraging others to misbehave.
- Disrupting or impeding the work of others.
- Showing rudeness or disrespect to adults and peers.
- Lack of respect and care of the school environment.

## **Resolution Procedure**

In the event of an incident, staff will adhere to the following procedure:

### 1. Initial response and de-escalation

At the onset of a minor incident, the learner will be given suitable gentle direction by their mentor or staff member. If they fail to correct their behaviour, they will be told to move away from the environment for a few minutes of self-reflection.

In the event of a more serious issue, the staff member is to remain calm with the aim of de-escalating the challenging behaviour promptly. Other learners are moved away from the conflict and if this involves either a single learner or is between two or more, are moved to another area of the school. If the learner is emotionally distressed, other learners will be moved away and will be monitored from a safe distance until they are calm.

Due consideration must be shown if the learner's needs are related to SEND or any religious beliefs.

### 2. Connection

The staff member (who ideally should be the Head of Community or Designated Safeguarding Lead), establishes a connection with the learner involved, showing empathy and acknowledging the reason behind the poor choices so they feel understood without judgement. Any underlying reasons, for example, changes in personal circumstances, problems with work, possible bullying issues etc. This should be a gradual and gentle process without time restraint and with the use of self-reflective questioning to enable personal empowerment and development.

### 3. Peer to peer resolution

In the event the incident involves two learners and does not involve problems originating from home, disputes away from school, extreme language, bullying, violence or financial issues, they are encouraged to resolve issues between themselves under the supervision of a staff member. If a satisfactory resolution cannot be reached, then there will be the option to present the case to the whole community in circle time where, under adult guidance, possible solutions will be discussed and agreed.

### 4. Reintegration or Escalation

When the reason for conflict has been resolved, the learner is integrated back into the community or if this has not been possible, further steps will need to be taken as detailed under Alternative Consequences.

### 5. Reflection

The class mentor is responsible for following-up incidents of inappropriate behaviour to encourage self-reflection and management and to provide additional support as needed to strengthen the learner's social-emotional development.

## **Alternative Consequences**

Whilst most issues will be able to be resolved satisfactorily under the resolution procedure, there will be times when this will not be possible and where it will be necessary to escalate them by adopting the following:

- The learner's parents/guardians will be invited to meet with the Head of Community for the situation to be explained, to establish whether there are similar problems in the home environment and to agree a plan of action in partnership for the benefit of the learner. This may take the following form:
- Home school communication book.
- IEP/SEND reflection and provision.
- Consultation with educational psychologist/behaviour specialist or other external source.
- One to one support assistant.
- Temporary suspension.
- Permanent withdrawal from the school.

## **Extreme Behaviour**

Extreme behaviour is categorised as deliberately destructive, racist, bullying or physically aggressive behaviour. If a learner displays any of these, they will be referred immediately to the Head of Community and the child's parents/guardians will be contacted with the possibility of withdrawal from the school. Before deciding this, the SLT will:

- Ensure a thorough investigation has been conducted.
- Ensure all relevant evidence has been considered.
- Give the learner an opportunity to be heard.
- Consult other relevant persons (e.g outside specialists) if considered necessary.

This is a rare circumstance and one that is never taken lightly. Whilst we always make every endeavour to prevent this extreme measure which is one of last resort, we have a responsibility to prevent a negative impact on the other learners and the happiness, safety and culture of the whole school community.

The following 'one-off' offences will automatically lead to withdrawal from the school:

- Serious violence (actual or threatening) against any child, member of staff, parent or visitor
- Sexual abuse or assault
- Supply and possession of Illegal drugs, tobacco, fireworks, pornographic images or stolen items.
- Carrying knives or offensive weapons.

### **Behaviour for Learners with SEND**

Under the Equality Act 2010, reasonable adjustments are required to the procedures as contained in this policy for learners with special educational needs/disabilities and for those with protected characteristics.

### **Reasonable Force**

We will only use reasonable physical force as defined and permitted under the Education and Inspections Act 2006, section 93 where there is immediate risk of harm to either the learner themselves or to others, such as attempting to leave supervision or engaging in dangerous activities. Staff will obtain appropriate restraint training.

### **Record Keeping**

The staff member who has been responsible for dealing with the incident, will complete a record detailing the nature of the incident, persons involved, time, date and place, how resolved and any further steps taken on the SIS as soon as practically to do so.