



General Behaviour Policy



- Great Minds ECC is committed to promoting positive behaviour by supporting children to develop confidence, self-esteem, independence, resilience, and a positive attitude towards themselves, their learning, and others.
- Our approach is rooted in Montessori principles, recognising children as naturally caring and capable individuals who thrive when provided with a safe, stimulating, respectful, and appropriately prepared environment that supports their interests, choices, and developmental needs.
- All staff are expected to model positive behaviour through kindness, empathy, respect, patience, cooperation, turn-taking, sharing, and calm communication, while working closely with parents and carers to ensure consistency between home and the centre.
- Children are encouraged to build positive relationships by developing social skills, recognising and expressing their emotions, resolving conflicts peacefully, working as a team, respecting differences, and valuing the individuality and cultural backgrounds of others.
- Clear, simple, positive, and consistent boundaries are established throughout the classroom and multi-purpose areas, encouraging children to care for materials, respect others, move safely, use appropriate voices, and take responsibility for their learning environment.
- Staff promote positive behaviour by focusing on children's strengths, acknowledging their feelings, listening to their views, encouraging independence, providing engaging learning experiences, and using specific praise and recognition to reinforce appropriate behaviour.
- Trust, respect, inclusion, and a sense of community are developed through cooperative activities, group discussions, shared experiences, problem-solving opportunities, and allowing children, where appropriate, to resolve disagreements independently with sensitive adult support.
- Great Minds ECC uses prevention and intervention strategies to manage behaviour, including clear expectations, positive role modelling, reminders, distraction, redirection, appropriate choices, natural and logical consequences, and calm support when children need help regulating their emotions.



- Praise, encouragement, and appropriate rewards are used consistently and fairly, with staff recognising children's individual achievements and efforts while avoiding negative labels, public criticism, or punitive approaches such as a "time-out chair."
- The Early Years Practice Manager and Inclusive Support Team have overall responsibility for supporting positive behaviour, ensuring policies reflect current best practice, providing staff training and guidance, working collaboratively with families and relevant professionals, and reviewing the policy regularly to meet the developmental, emotional, cultural, and individual needs of all children.

1. Student Bullying and Inappropriate Behaviour Policy

Great Minds ECC is committed to providing a safe, respectful, inclusive, and nurturing environment. Bullying, aggressive behaviour, intimidation or behaviour that intentionally causes physical or emotional harm will be addressed promptly and sensitively.

1.1 Examples of Inappropriate Behaviour Among Children

- Hitting, kicking, pushing, biting, scratching, or hurting another child.
- Shouting, screaming, or using unkind or hurtful words towards others.
- Teasing, name-calling, mocking, or deliberately upsetting another child.
- Excluding another child from play or repeatedly refusing to let them join a group.
- Deliberately destroying another child's work, belongings, or classroom materials.
- Throwing toys, furniture, or other objects in a way that could hurt someone.
- Spitting at, threatening, or intimidating another child.
- Deliberately disrupting activities or preventing other children from learning or playing.
- Showing aggressive or unsafe behaviour during disagreements or conflicts.
- Repeatedly targeting the same child with unkind or harmful behaviour, which may indicate bullying and should be addressed promptly.

1.2 Steps to Follow When Bullying or Inappropriate Behaviour Occurs

1. **Ensure immediate safety:** Staff will calmly intervene and ensure that all children involved are safe, particularly if there is physical aggression or a child is distressed.
2. **Stay calm and respectful:** Staff will remain positive, calm, and non-judgmental and will avoid shouting, humiliating, labelling, or punishing the child.
3. **Listen and acknowledge feelings:** Each child will be given an opportunity to express what happened, with staff acknowledging their feelings and helping them understand the feelings of others.
4. **Clarify expectations:** Staff will remind children of the centre's simple and positive behaviour expectations, such as being kind, sharing, taking turns, respecting others, and using appropriate words and actions.



5. **Redirect and support:** Where appropriate, staff will use distraction, redirection, problem-solving, or appropriate choices to help the child manage their behaviour and make a positive choice.
6. **Repair and restore:** Children will be supported to understand the impact of their actions and, where developmentally appropriate, encouraged to resolve the situation through sharing, taking turns, apologising, helping, or another suitable restorative action.
7. **Record and monitor:** Significant or repeated incidents will be recorded in accordance with the centre's procedures, and staff will monitor the situation to identify patterns, triggers, or additional support needs.
8. **Inform parents/carers:** Parents or carers will be informed when behaviour is serious, repeated, or requires additional support, and staff will work collaboratively with families to agree on consistent strategies.
9. **Seek additional support:** Where concerns continue, the Early Years Practice Manager and Inclusive Support Team (IST) may become involved to assess the child's needs and provide appropriate guidance, support, or referrals to relevant professionals.
10. **Follow up:** Staff will continue to observe and support the children involved, reinforce positive behaviour, and ensure that the child who has been affected feels safe, included, and supported.

Great Minds ECC does not use physical punishment, humiliation, or a "time-out chair." The emphasis is on **prevention, positive relationships, emotional regulation, consistent boundaries, restorative support, and helping children develop the skills needed to manage behaviour appropriately.**

2. Staff Bullying, Harassment and Inappropriate Behaviour

Great Minds ECC is committed to maintaining a safe, respectful, supportive, and professional workplace where all staff members are treated with dignity and courtesy. Bullying, harassment, intimidation, discrimination, aggressive communication, threats, humiliation, or any other inappropriate behaviour towards staff or between colleagues will not be tolerated.

2.1 Examples of Inappropriate Behaviour Towards and Among Staff

Examples of inappropriate behaviour may include:

- Shouting, swearing, insulting, or speaking aggressively to a staff member or colleague.
- Using threatening, intimidating, or abusive language or behaviour.
- Bullying, repeatedly criticising, humiliating, or deliberately undermining a colleague.
- Spreading malicious rumours, gossip, or making inappropriate comments about another staff member.



- Deliberately excluding, isolating, or refusing to cooperate with a colleague.
- Disrespectful or dismissive communication, including mocking or belittling others.
- Making discriminatory, offensive, or inappropriate comments about a person's background, culture, appearance, beliefs, or abilities.
- Deliberately interfering with, damaging, or misusing another staff member's work or belongings.
- Refusing to follow reasonable workplace instructions or agreed procedures in a disrespectful or disruptive manner.
- Repeatedly blaming colleagues for mistakes without attempting to resolve the issue professionally.
- Sending inappropriate, offensive, or aggressive messages through workplace communication channels.
- Displaying aggressive body language, such as invading personal space, blocking someone's movement, or deliberately intimidating them.
- Retaliating against or victimising a staff member who has raised a concern or reported inappropriate behaviour.
- Engaging in behaviour that creates a hostile, unsafe, or uncomfortable working environment.
- Failing to maintain professional boundaries or behaving in a way that could negatively affect children's safety, wellbeing, or the professional reputation of Great Minds ECC.

Note: A professional disagreement, difference of opinion, or constructive feedback is not automatically bullying or inappropriate behaviour. Concerns should be assessed based on the **nature, seriousness, frequency, context, and impact** of the behaviour and addressed fairly and respectfully.

2.2 Steps to Follow

1. **Address the situation calmly:** Staff should remain professional and avoid responding with anger, confrontation, or inappropriate language.
2. **Ensure safety:** If behaviour becomes threatening, aggressive, or unsafe, the staff member should remove themselves from the situation and immediately inform the Early Years Practice Manager or another member of management.
3. **Communicate concerns:** Where appropriate, the staff member should raise the concern privately with the person involved and explain clearly and respectfully how the behaviour has affected them.
4. **Report concerns:** Any repeated, serious, threatening, discriminatory, or inappropriate behaviour should be reported to the Early Years Practice Manager or management team as soon as possible.
5. **Listen fairly:** Management will listen to all individuals involved and provide each person with an opportunity to explain what happened without prejudice or judgement.



6. **Maintain confidentiality:** Information relating to staff concerns will be handled sensitively and shared only with those who need to know in order to investigate or resolve the matter.
7. **Investigate appropriately:** Management will review the situation fairly, consider relevant information, and take appropriate action in accordance with Great Minds ECC policies and applicable employment procedures.
8. **Promote resolution:** Where appropriate and safe, management may facilitate a respectful discussion between staff members to resolve misunderstandings, rebuild professional relationships, and agree on appropriate ways of working together.
9. **Provide support:** Staff who experience or are involved in inappropriate behaviour will be offered appropriate support and guidance, and further action may be taken if concerns continue.
10. **Maintain professional standards:** All staff are expected to act as positive role models for children by communicating respectfully, cooperating with colleagues, resolving disagreements professionally, and treating everyone with care, courtesy, equality, and respect.

Great Minds ECC recognises that disagreements can occur in any workplace; however, concerns must be managed professionally and must never result in bullying, harassment, intimidation, retaliation, or behaviour that negatively affects the wellbeing or safety of another staff member. The aim of this policy is to address concerns promptly, fairly, and respectfully while maintaining a positive working environment for staff and children.

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