

INTERNATIONAL MONTESSORI SCHOOL OF ALBANIA



Behaviour Policy

Approved by:	Mirlinda Boshnjaku	Date: 07/09/2025
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1. Policy Statement

At the International Montessori School of Albania (IMSA), we are committed to providing a nurturing, respectful, and safe learning environment where every child can develop self-discipline, independence, and a sense of social responsibility.

This policy outlines the principles, procedures, and practices that guide staff in promoting positive behaviour, responding to challenging situations, and ensuring consistent standards aligned with Montessori philosophy and national safeguarding expectations.

2. Purpose and Scope

This policy applies to all staff, children, volunteers, and visitors within the IMSA community.

Its purpose is to:

- Support children's emotional and social development through consistent, positive guidance.
- Ensure that responses to behaviour are appropriate to the developmental stage of each child.
- Promote a whole-school culture of respect, empathy, and cooperation.
- Maintain alignment with Montessori standards and Early Years safeguarding requirements.

3. Guiding Principles

- **Respect for the Child:** Every child is treated with dignity and understanding.
- **Freedom within Limits:** Children are guided to make responsible choices within clear and consistent boundaries.
- **Prepared Environment:** The classroom environment is organized to encourage independence, purposeful activity, and calm concentration.
- **Positive Role Modelling:** Adults model the behaviour and communication expected from children.



- **Constructive Guidance:** Behaviour is addressed through redirection, encouragement, and natural or logical consequences, never through punishment or humiliation.

4. Positive Behaviour Support

Educators at IMSA employ proactive strategies to prevent misbehaviour and encourage cooperation, including:

- Establishing consistent classroom routines.
- Using clear, positive language and calm tone.
- Acknowledging effort, kindness, and responsibility.
- Redirecting behaviour toward constructive activity.
- Encouraging self-expression and helping children label their emotions.
- Offering limited choices to support autonomy ("Would you like to tidy up now or after snack?").
- Supporting conflict resolution through conversation and problem-solving.

5. Responding to Challenging Behaviour

Challenging behaviour is seen as a form of communication. Staff are expected to respond with empathy, patience, and consistency.

Steps include:

1. **Observation and Understanding:** Identify possible triggers (fatigue, transitions, unmet needs).
2. **Calm Intervention:** Approach at the child's level, use gentle physical presence and soft voice.
3. **Redirection:** Guide the child toward a purposeful activity or peaceful space.
4. **Natural or Logical Consequences:** The child is supported to repair or tidy what has been disturbed.
5. **Documentation:** Significant incidents are recorded and shared with the Lead Teacher and parents.
6. **Collaboration:** If behaviour persists, a meeting with parents and the Lead



Teacher is held to create a consistent support plan.

At no time is a child to be physically punished, isolated, humiliated, or deprived of food or comfort.

6. Specific Behaviours (Biting, Hitting, Aggression)

Incidents involving physical aggression are managed promptly and sensitively. Staff will:

- Prioritize safety and provide immediate comfort to the affected child.
- Respond to the child displaying aggression with calm, clear language (“I can’t let you hit. Hitting hurts.”).
- Reflect on potential causes (teething, frustration, need for space).
- Record the incident and inform parents of both parties in a timely and confidential manner.
- Review patterns of behaviour repeat and agrees on consistent home–school strategies.

7. Adult Conduct and Professional Responsibility

All staff members are expected to:

- Model courteous, calm, and consistent behaviour.
- Use non-judgmental language.
- Maintain emotional composure even in stressful situations.
- Follow the same behavioural expectations across all age groups (0–2, 2–3, 3–6).
- Participate in regular professional development on behaviour guidance and safeguarding.

8. Partnership with Families

IMSA values collaboration with parents and guardians in supporting each child’s



social and emotional growth.

- Behaviour concerns are communicated promptly and respectfully.
- Strategies used in school are shared with families to promote consistency at home.
- Parents are encouraged to discuss any concerns or share relevant information affecting their child's behaviour.
- All discussions are handled with discretion and confidentiality.

9. Record Keeping and Monitoring

- Staff record significant behavioural incidents using the IMSA Incident Form.
- Entries include date, description, adult response, and follow-up action.
- Lead Teachers review incident logs periodically to identify recurring patterns and ensure adequate support.
- The principal reviews this policy annually to ensure compliance with Montessori accreditation standards and Albanian early education regulations.

10. Review and Evaluation

This policy will be reviewed annually by the HOS, or sooner if significant guidance changes arise from Montessori accreditation bodies or national regulations. Revisions will be communicated to all staff and parents.

