

# Norwich Steiner School

## Morning & Afternoon Kindergarten Positive Behaviour Policy

Revised May 2014

Behaviour Policy for Kindergarten– May 2014.doc

### INTRODUCTION

This Policy aims to guide staff in supporting positive behaviour and in the use of creative discipline.

There is also a Policy on Physical Handling and the Use of Reasonable Force that is closely associated with this policy.

These Policies will be reviewed annually and whenever necessary in the light of new legislation, experiences, and feedback.

The important aspects of this Policy and relevant information are summarised in the Parents Handbook issued to all parents whose children attend Kindergarten. Wherever “kindergarten” is referred to in this policy hereafter, it should also be taken to include both morning and afternoon sessions of kindergarten.

Debora Walker, the kindergarten teacher, is responsible for behaviour management in the kindergarten.

### KINDERGARTEN ETHOS

The Kindergarten aims to provide a warm, home-like atmosphere and an opportunity for the children to learn through imitation, free play, rhythm, and repetition.

We strongly believe in giving children the free space to develop their creativity, fostering a life-long love of learning, which in turn helps to lay the foundation for a healthy adult life. In the Kindergarten, staff aim to create an environment, which encourages cooperation, sociability, and reverence and respect for life and nature.

### BEHAVIOUR MANAGEMENT

The structure and rhythm of the activities are organised to encourage the children’s behaviour to be positive, cooperative and constructive.

Staff use positive methods of guidance, with anticipation and pre-emption of potential problems, and/or avoidance of difficulties through early intervention, redirecting the children in a non-confrontational way as considered appropriate. The aim of the Kindergarten staff is have a close knowledge of each child.

All children learn and grow in their understanding of socially appropriate and desirable behaviour. In Kindergarten the teachers work with social behaviour by endeavouring to be role models worthy of imitation. The variety and sequencing of the daily activities build a firm rhythm that provides a comfortable knowing of what to expect by the child, that further contributes to the intention to support positive behaviour.

Parents are encouraged to discuss and inform any difficulties a child may be facing at home, or any factors, which may affect that child's normal behaviour.

Where problems arise that do not respond to our approaches, the Kindergarten teacher will arrange to discuss these discreetly with the parents, so that they can work together in deciding upon and reinforcing, the most appropriate direction for the child.

As the children work and play, staff encourage respect and care of self, others and the environment, and encourage the learning of self-control.

## **CHALLENGING BEHAVIOUR**

Most children experience social difficulties at some time in their development. There are a number of ways teachers and staff can help children who may have problems, or to better integrate into the Kindergarten community.

Staff must also be aware that challenging behaviour may be a result of the child suffering some harm, if this is a possibility the Designated Child Protection Officer must be consulted, and refer to the Child Protection Policy.

Ways of supporting children who demonstrate challenging behaviour include:

1. Redirect the child to a new focus or activity.
2. Gain the child's attention with a look, gesture or word to make him/her aware of our observations.
3. Remove the child from the situation and engage him/her with an adult-led task. This stops the inappropriate behaviour, refocuses the child's attention, and enables him/her to calm down. When appropriate the child returns to the group.
4. If the disruption continues, keep the child inside for a short time to help tidy or prepare for story, while the others go out to play. After a while the child may join the others outside.
5. If the child misbehaves during the Kindergarten morning on several days and the above steps have not been helpful, ask the parents to attend or be available to collect the child on the next day. If during the day the child is still disruptive, the parent will be there or available to take the child home. This may continue until the child stops the disruptive behaviour.

The above process needs to be consistent and practised over days or weeks with parental consent and cooperation. If the behaviour of a child requires more attention than what can be achieved by the daily efforts described above, other means may be implemented to ensure the most positive Kindergarten experience for the child.

Approaches for consideration when behaviour of a child is consistently disruptive and/or there is a cause for general concern can include:

1. Parent notification and consultation on a regular basis.
2. Teacher review on a regular basis (daily and/or weekly).
3. Discussion with parents, teachers, and child where appropriate.
4. Begin a "Child Study" in weekly teachers meetings.
5. Implementation of an action plan to target a particular concern or problem.

6. Recommendation to consult with other professionals for help and support.

Staff will not give corporal punishment to a child. We will take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child.

Staff will not threaten corporal punishment, and will not use or threaten any punishment which could adversely affect a child's well-being.

## **PHYSICAL HANDLING**

Whenever a teacher or assistant is met with a situation where they need to consider holding a child, except in situations where delaying action may result in a child or member of staff being hurt, staff will first give verbal signals that are repetitive and familiar and that generally hold the group. Examples are: "hands are for work and play"; "kind hands in the kindergarten"; "running feet are for outside"; "only donkeys kick" etc. (For further information see the Physical handling policy).

Each new child comes to the Kindergarten for a trial period agreed between the Teacher and the parents. If at the end of this period if the child has not settled, discussions should occur with the parents to explore the situation and to agree the best way forward. This may include extending the trial period, or in certain cases the child leaving, although this would have to take account of the child's best interests.

If an existing child at the Kindergarten has a problem, every effort will be made with parent support to reintegrate the child into the group.

## **PARENTAL SUPPORT**

In keeping with our philosophy of supporting positive behaviour, we ask that parents agree to support us by considering the appropriateness of toys and clothing available to the children. Electronic games, weapons, cartoon or superhero images and their actions are not considered helpful in social integration and may actively work against what we are doing in the Kindergarten.

Our Kindergarten supports the child's right to a nourishing, supportive and appropriate environment. We acknowledge that all children learn from their environment through the sense impressions they receive and their imitation of what they experience around them. We feel that watching television is not an appropriate experience for the kindergarten aged child. It does not encourage meaningful movement, nourish the child's need for a variety of rich sense impressions, or provide appropriate role models. At an age when play is all-important, it restricts the child's life experiences, some of which may be irreplaceable. We find that television viewing does not support positive behaviour in the Kindergartens and ask parents to try and avoid allowing their young children to watch television.

Further information regarding television and toys is given in the Parents Handbook.

## **Other main relevant Norwich Steiner School Policies:**

Anti-Bullying Policy  
Child Protection Policy and Procedure  
Physical Handling & Use of Reasonable Force  
Safeguarding Children Policy