

Norwich Steiner School

Morning & Afternoon Kindergarten Positive Behaviour Policy

Revised March 2019

Behaviour Policy for Kindergarten– March 2019

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 Parent's 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 model positive behaviour and aim to create an environment which encourages the same in the children. This includes co-operation, sociability, and reverence and respect for all life and the environment.

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 to have a close understanding 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 knowledge of expectations, that further contributes to the intention to support positive behaviour.

Parents are encouraged to inform staff of 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 a meeting to discuss these with the parents, so that they can work together in deciding upon and implementing strategies that support positive behaviour in that child.

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

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 adverse experience. If this is a possibility the Safeguarding Lead Practitioner will be consulted, and the Concerns Procedure followed.

Ways of supporting children who demonstrate challenging behaviour include:

1. Redirecting the child to a new focus or activity.
2. Gaining the child's attention with a look, gesture or word to make him/her aware of our observations.
3. Engaging the child 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, keeping the child inside for a short time to help tidy or prepare for story, while the others go out to play (if teacher/child ratio allows this) After a while the child may join the others outside.
5. If the child's disruptive behaviour continues for several days, and the above steps have not been helpful, asking the parents to attend a meeting to discuss strategies. These may include asking the parents to be available to collect the child if disruptive behaviour continues to occur.. This may have to 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 that which can be achieved by the daily efforts described above, other means may need to be implemented in order to ensure the most positive Kindergarten experience for the child.

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

1. Parent notification and consultation on a regular basis. This can be in the form of a diary passed between school and home.
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 never 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

Staff will not physically handle a child, except in situations where delaying action may result in a child or member of staff being hurt. Staff will always first give verbal signals. These are familiar to the child and 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 the child is unable to settle, 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 deciding not to admit the child at this time, 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 successfully re-integrate 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 Kindergarten 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

This policy belongs to Norwich Steiner School, which is the operational name for the Charity the Norfolk Initiative Steiner School, registered charity number 1099377, company number 4815492