POLICY: KINDERGARTEN BEHAVIOUR

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Policy basis	KCSIE

VERSION CONTROL

Version	Date	Author	Notes
1.0			Historic
2.0	September 2026	Lucy Newman	Reviewed / Revised - Compliance

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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.

Lucy Newman, the Kindergarten Lead and Manager, has overall responsibility 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, of 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 to better integrate into the Kindergarten community.

Staff are aware that challenging behaviour may be a result of the child suffering some adverse experience. Any concerns will be reported on CPOMS (Safeguarding monitoring software) and appropriate procedures followed.

Within the kindergarten, teachers support children who demonstrate challenging behaviour by:

- Redirecting the child to a new focus or activity.
- Gaining the child's attention with a look, gesture, or word to make them aware of our observations.
- Engaging the child with an adult-led task. This can stop the inappropriate behaviour, refocus the child's attention, and enable them to calm down. When appropriate the child can return to the group.
- If the disruption continues, keeping the child inside for a short time to help tidy or prepare for an activity, while the others go out to play (if teacher/child ratio allows this). When the child is calm and ready, they will re-join the others outside.

Wider support for the child:

- Parents are kept informed as needed.
- If a child is inconsolably distressed on a particular day, parents may be asked to collect their child.
- When behaviour that is disruptive or distressed is ongoing, staff will meet parents.
- The SENDCo may also be involved to discuss strategies and plans to support the child.
- A home-school book may be established to aid good communication.
- Consultation with external professionals.

PHYSICAL HANDLING

Staff are expected to avoid physical handling of children except for as outlined in the Schools Physical Handling and Use of Reasonable Force Policy. Examples of situations where 'touch' may be used safely are explained, and those situations where staff may need to hold a child in order to keep them or others safe. Teachers will always aim to first give verbal guidance, e.g. "hands are for work and play"; "kind hands in the kindergarten"; "running feet are for outside". (For further information see the Physical Handling Policy).

PARENTAL SUPPORT

In keeping with our philosophy of supporting positive behaviour, parents are asked to support their educational choice by considering the appropriateness of toys, media content and clothing available to their children.

MONITORING, AUDIT AND GOVERNANCE

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

Compliance is monitored through internal audits, policy review as part of self-evaluation, and annual reporting to Trustees on concessions awarded, value, and any compliance issues.