

POLICY TITLE	Kindergarten Positive Behaviour Policy
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Kindergarten Ethos

The London Acorn School Kindergarten aims to provide a warm, home-like atmosphere with opportunities for the children to learn through imitation, free play, rhythm and repetition. In our Kindergarten we aim to create an environment, which encourages cooperation, sociability, tolerance and reverence and respect for people, their environment and nature.

Behaviour Management

Corporal Punishment will not be used, or threatened, under any circumstances.

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

Teachers and assistants use positive methods of guidance, with anticipation and pre-emption: redirecting the children in a non-confrontational way.

Teachers and assistants develop strong relationships with the children and their families: strategies are reflected at home with good rhythms especially around bedtimes and meals.

Parental support will be sought in minimizing exposure to screens including TV, film, ipads, computers and smartphones. Parents sign the School Family Agreement (found in School Handbook), in which they undertake to permit no exposure to screen technology for Kindergarten children.

The teachers and assistants work with social behaviour by endeavouring to be role models worthy of imitation. They are aware of the power of the tone, volume and pace of their voices, of their gestures and of their body language.

The variety and sequencing of the daily activities builds a firm rhythm that provides a comfortable knowing of what to expect by the child and what is expected of them.

Teachers/assistants treat the children in an age-appropriate way and also have behaviour expectations, which are in accordance with their age, stage of development and any additional needs.

The children learn to understand the consequences of their actions through experience, repetition and gentle reminders: 'The crayons live in this basket.' 'Our hands are for work and play.' We call this 'Creative Discipline' and it helps the children to manage in a non-confrontational way.

Teachers use therapeutic stories to work deeply on the children's emotional life and to thereby promote the child's understanding of their feelings.

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. Email correspondence may be used to keep parents and teachers informed of behaviour and other issues.

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

Including: spitting, hitting, kicking, swearing, throwing objects or otherwise using objects with the intent to hurt and any behaviour that can harm the children, staff or the physical environment.

Most children experience social difficulties at some time in their development. There are a number of ways teachers, assistants and parents can help children, who may have significant behaviour issues, to better integrate into the Kindergarten.

These may 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 them with an adult-led task. This stops the inappropriate behaviour, refocuses the child's attention, and enables them to calm down. When appropriate the child returns to the group. Sometimes the child may need a "well-being break" and then will either go for a short walk accompanied by the assistant or visit another group to participate in their rhythm.
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. When the child is calm they may join the others outside.
5. If the above steps have not been helpful and the child continues to have disruptive behaviour which is detrimental to the rest of the children, themselves or the teaching staff, the parents may be asked to take the child home during a session. It is expected that parents, circumstances permitting, will comply with a request to take their child home. If parents refuse, they will be further contacted by the teacher and/or the Head Teacher.

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 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: including writing a support plan.
2. Teacher review on a regular basis (daily and/or weekly).
3. Discussion with parents and the Kindergarten Staff, SENCo or Head Teacher.
4. Implementation of an action plan to target a particular concern or problem, e.g. a Healing story for home.

5. Recommendation to consult with other professionals for help and support.
6. Move the child to a different Kindergarten, if the teacher, in consultation with Head Teacher, considers it is in the best interest of that child and the rest of the group.

7. If all of the above have no significant effect on behaviour the parents may be asked to find an alternative environment, which is more able to meet the needs of the child.

Important Note: 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 Safeguarding Lead must be informed and consulted, and reference made to the Safeguarding and Child Protection Policy.

Related Policies:

- TLAS Kindergarten Physical Intervention Policy
- TLAS Safeguarding and Child Protection Policy
- TLAS SEND Policy
- TLAS Behaviour Policy