

Supporting Positive Behaviour Kindergarten Policy

Supporting Positive Behaviour – at Kindergarten

The variety and sequencing of the daily activities in kindergarten builds a firm rhythm, which holds the child and supports co-operative and constructive behaviour. Staff use positive methods of guidance, with anticipation and avoidance of difficulties through early intervention, redirecting the children in a non-confrontational way. Staff know the children and their families well, and are always observing the children closely while they are in kindergarten.

All children learn and grow in their understanding of socially appropriate and desirable behaviour. Young children learn through imitation, and all members of staff are aware that they must strive to be worthy of imitation in all things. Staff treat the children in an age-appropriate way, and have expectations of their behaviour in accordance with the children's age and stage of development.

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

Supporting Positive Behaviour – parental support

Parents are encouraged to inform staff of difficulties that a child may be facing at home, or of any other factors that may affect their child's normal behavior.

We ask that parents support us by considering the appropriateness of toys and clothing available to the child. Electronic games, weapons, cartoon or super hero images are not considered helpful in social integration and may work actively against what we are doing in kindergarten.

We feel that watching television and playing computer games are not appropriate experiences for the kindergarten child. They do not encourage meaningful movement, nourish the child's need for a variety of rich sense impressions, or provide appropriate role models.

This policy applies to all children in the care of Early Childhood staff.

Please also refer to the following policies:

- **Confidentiality Policy**

- **Exclusion Policy**
- **Safe and Effective Intervention in Kindergarten Policy**

Behaviour which is causing concern – classroom procedure

The following details our procedure in the classroom setting. The teacher or assistant will:

1. firstly help the child in communicating and playing with other kindergarten children
2. redirect the child to a new focus, activity, or task, if further support is needed
3. remove the child from the situation if the problem is unresolved, refocusing the child with an adult-led task.
4. ask the parents to take the child home if the disruptive behaviour continues. We may make this decision as a result of ongoing difficulties, or equally as response to a one-off situation that we feel would be best addressed in this way.

Behaviour which is causing concern – out-of-class procedure

The following details our procedure whilst out of the classroom, namely through ongoing communication with parents, teachers, and other professionals.

1. Kindergarten staff will bring their concerns to a kindergarten meeting, to discuss as a team, and possibly instigate a Special Child Study. The team will work through the 'ABC' method, as detailed on the following page, to support the whole team in gaining a full understanding of the situation.
2. Staff will talk with the parents about their child's behaviour, and ensure ongoing dialogue between staff and parents.
3. The kindergarten leader will draw up an IDP, which will be used to support and inform response to the child's behavior. An IDP is an action plan to target a particular concern or problem, and will include a time scale for re-evaluations.
4. The IDP will be regularly reviewed as per the time scales agreed on in point 3, above.

5. Staff may consult with other professionals for guidance and support, for example the Steiner Waldorf Advisory service, or the school ALNCo.

Procedure updated January 2020. To be reviewed January 2021.

The ABC Method

The following, details our procedure for understanding why a child is behaving in a certain way (see 'out of class procedure', above).

A Antecedents:

- What happened immediately before the behaviour? What events led up to it?
- Was there provocation? Who did or said, or did not say, what?
- What was the setting for the behaviour? Is it always the same setting and activity, or different? With the same child/children or different?
- Does it always happen at certain times of the day or on the same day of the week eg does it happen regularly on a Monday after weekend visits with an estranged parent?

B Behaviour:

- What, precisely, did the child do?

C Consequences:

- What happened for the child as a result of the behaviour?
- What was the child's response?
- How did staff respond?
- How did the other children respond?

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