



BEHAVIOUR POLICY - KG

Reviewed by (School Business
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Approved by the Board of Trustees
on:.....
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Date:.....

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The Rowan Tree Kindergarten Behaviour Policy

Promoting Good Behaviour

All children learn and grow in their understanding of socially appropriate and desirable behaviour. Positive behaviour is promoted by all staff in the Kindergarten, leading by example, as the child of Kindergarten age is naturally imitative.

The use of the rhythm and repetition in our daily and weekly activities helps the child feel safe and secure and sets the foundation for good habits. Activities are meaningful and age appropriate, and encourage sharing, negotiation and taking responsibility. Respect is also therefore nurtured. As children work and play the teacher encourages respect and care of self, others and the environment, and the learning of self control.

No staff would use or threaten to use corporal punishment of any description, all staff understand the damage such sanctions have on a child.

We work gently with the children guiding them into forming good habits socially. Pedagogical stories with themes which support behaviour that is occurring within the group may be told to the whole group over a period of time. Children may be encouraged to express their feelings through words transferring physical impulses into more acceptable forms of communication

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Our aim is that through an understanding of each child and their phase of development any inappropriate behaviour can be redirected in a constructive and non-confrontational way.

If a child's behaviour continues to be a cause for concern teachers will work in partnership with parents to resolve this.

Challenging behaviour

Most children experience social difficulties at some time in their development. There are many ways in which the staff at The Rowan Tree Kindergarten help the children to integrate into their Kindergarten group to ensure a positive experience for them, their classmates and the group as a whole. What follows is guidance for teachers to follow, however every child is unique so these guidelines may be adjusted.

1. Redirect child to a new focus or activity.
2. Gain the child's attention with a look, gesture or word to make them aware of our observations.
3. Remove the child from the situation and engage them with an adult-led task. Halting the challenging behaviour through refocusing their attention and enabling them to calm down, or they may be asked to sit quietly in another class for a short period. When appropriate the child will return to the group.
4. If challenging behaviour continues over a period of days, and the above steps have not been helpful, then parents will be invited in to discuss with their child's teacher an individual education plan (IEP) for their child. We feel the children in Kindergarten are very young to look at in terms of exclusion but we may ask parents to be available in order to take their child home in cases of behaviour that endangers their child or others, or is extremely disruptive,
5. Consider a child study. (see child study policy)
6. Liaise with and seek advice from the DCPO (designated Child Protection Officer).
7. Teacher and/or parents can seek advice and support from outside professionals' i.e. the school doctor, therapist, educational psychologist/psychiatrist.
8. If after the above points have been followed and the situation has not been resolved then we will meet with parents and discuss whether The Rowan Tree Kindergarten is the right setting for their child, and review assessments related to reasonable adjustment.

Reporting & Recording

The school will aim to maintain good paperwork and communicate effectively with parents on any behaviour issues. Throughout this process it is vital that parents and teachers work together co-operatively with regular feedback and meetings at all stages. The above procedure may occur over many months, or the steps may take place in a much shorter time period. At all times the best interest of the child will be central to any decisions or recommendations. Reasonable adjustments will be made to meet any needs the child may have or develop.

1. An incident form will be completed by the teacher who dealt with the child.
2. Parents will be given a copy of the form, either on the day of the incident or the following morning. The form will be posted to parents if the incident occurs on a Friday, or if the child is not due to attend on the following day.
3. The Kindergarten teacher will also contact the parents to discuss the situation, if the incident is deemed to be serious in nature.

Behaviour Plan

Redirection

Let child see we are aware of their actions

Remove child from the situation

Remove child from the situation

Meet with parents, make individual behaviour plan

Start a child study

Liaise with DCPO

Outside professionals

March 2013 JD/KG Teachers/Exec

Revised November 2016

Review: November 2017