



Kindergarten Behaviour Policy

and guidelines for supporting positive behaviour

Approved by:	School Business Manager School Education Manager College Education Manager SG Lead Trustee (Education) Chair of Trustees	Date: April 2019
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Last reviewed on:	March 2019
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Policy purpose

Please note that this document covers the Kindergarten. Separate Upper School and Lower School Behaviour Policies document covers the rest of the school.

Aims of the Policy

All children learn and grow in their understanding of socially appropriate and desirable behaviour. In the kindergarten, the teachers continually work with social behaviour by endeavouring to be role models worthy of imitation. The variety and sequencing of our daily activities build a rhythm into our mornings that provides a comfortable knowing of what to expect that further contributes to our intention to support positive behaviour. The kindergarten staff understand that behaviour management strategies need to be practiced consistently over days and weeks with parental consent and cooperation and will work to ensure the most positive kindergarten experience for the child, classmates and the group as a whole.

Principles

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

Definitions

Misbehaviour is defined as:

- Persistent disruption during the Kindergarten day
- Going out of defined Kindergarten boundaries
- Refusal to engage with reasonable expectations or suitable tasks given

Serious misbehaviour is defined as:

- Repeated breaches of the Kindergarten rules
- Any form of bullying
- Any form of sexualised behaviour, towards any other person, that causes, or is intended to cause, humiliation, pain, fear or intimidation
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

Bullying

This generally includes an imbalance of power but can be peer-on-peer. It is defined as abuse of one person or group by another, which is:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Related policies, see the *Anti-Bullying Policy*

Roles and Responsibilities

The Council of Trustees

Trustees are responsible for monitoring this behaviour policy's effectiveness and holding the Education Management Team to account for its implementation.

School Education Manager and College Education Manager

The SEM and CEM are responsible for reviewing and approving this behaviour policy. They will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. They will monitor staff implementation of this policy.

Staff

Staff are responsible for:

- Establishing a safe and positive environment for all pupils
- Implementing the behaviour policy consistently
- Modelling positive behaviours:
- Providing an approach which recognises the specific behavioural needs of particular students
- Inform parents at the earliest opportunity about successes or concerns about achievement or behaviour,
- Recording behaviour incidents.

The Kindergarten Chair and SEM/CEM will support staff in responding to behavioural incidents.

Parents

Parental responsibility:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the guardians promptly
- Support the school, in reinforcing expectations of behavior

Student Code of Conduct

Children are expected to remember the Kindergarten Golden Rules:

- Everyone is welcome
- Your hands are for work and play
- Remember your shining heart
- We are all friends in Kindergarten
- We listen to our friends' ideas
- Remember your kind words
- We share our words with everyone (used when children whisper)
- You can talk to any of us about anything.

Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SEND team will evaluate a pupil who continually exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The following are additional forms of support that are available to the students with the consent

of the parents (some incur an additional cost):

- Learning support
- Art Therapy
- Eurythmy therapy

Rewards and Sanctions

School rules apply both onsite and off-site. School rules are not limited to school hours.

Rewards

Positive behaviour will be rewarded with:

- Emotional feedback; such as verbal praise
- An email to the parent/guardian to describe the positive behaviour
- Moving back through the levels of the behaviour stages.

Sanctions

Most children will experience social difficulties at some time in their development.

When challenging behaviour occurs the teachers will:

- 1) Redirect the child to a new focus or activity.
- 2) Let the child know that the behaviour has been observed.
- 3) Engage him/her in an adult led task. This stops the inappropriate behaviour, refocuses the child's behaviour and enables him/her to calm down. When appropriate the child can rejoin the group.
Begin an ABC Observation Chart for the child.
- 4) If the behaviour continues and the child has had 5 entries on the ABC Observation Chart, and is brought to the Wellbeing group, the child's parents will be asked to come in for a meeting with the teacher and the kindergarten SENDCo to discuss the situation. During this meeting strategies will be agreed to help the child manage their behaviour during the kindergarten morning and at home, and recorded in a Behaviour MyPlan.
- 5) Incidents are recorded on the incident form. Three incidents result in the child being brought in the Wellbeing group; the child's parents will be asked to come in for a meeting with the teacher and the kindergarten SENDCo to discuss the situation. During this meeting strategies will be agreed to help the child manage their behaviour during the kindergarten morning and at home, and recorded in a Behaviour MyPlan.
- 6) If the behaviour does not improve after a reasonable time the parents will be asked to be available to collect the child during the morning. The school management will be informed at this point.
- 7) If none of the above steps have been successful the child's parents will be invited to a meeting with the kindergarten teacher, the kindergarten SENDCo and a member of school management to decide on further steps to take.

Restraint

There are circumstances when it is appropriate to use reasonable force to safeguard children. This may be to lead a child safely away from being hurt, to have to restrain a child from being violent or hurting another child. "Reasonable" means no more force than is needed in the circumstances.

Any such event will be recorded in the "Use of reasonable force logbook" which is stored in the kindergarten office. All Staff have completed a training in "Use of reasonable Force". Please see the *Positive Intervention Policy*

Monitoring arrangements

This policy will be reviewed by the Kindergarten annually, after which the policy will be sent to

CEM/SEM and Trustees for approval.

Linked policies:

- Child Protection and Safeguarding Policy
- Anti - Bullying Policy
- Physical Restraint Policy

ABC Observation Chart

Name of Child:.....

Day & Date	Time	Antecedents (What was happening before?)	Behaviour (What did..... do?)	Consequences (What happened next?)

Physical / verbal violence:

Serious: non violent:

*Minor:

Bullying:

Incident Form - Pupils

Name of person completing this form:

Date / time of incident:

Place of incident:

Pupil/s, Class/es, Staff involved:

Incident Description:

Action taken:

Consequences enacted:

Signed: _____

Date: _____

** violent is physical or verbal violence. Serious is missing a lesson or rudeness to staff etc. Minor is lateness or lack of kit etc.*

Original: Education Support Lead, **Copies:** pupil file, class teacher / guardian