

## BEHAVIOUR POLICY

At the Kindergarten and Pre-School of the DSL we aim to create a loving, caring and safe environment where each child can develop at his/her own pace in an atmosphere of mutual respect and encouragement. We treat each child as an individual, and sharing and co-operation are encouraged. We encourage a partnership between home and kindergarten and make every effort to accommodate children's differing needs. Good communication between parents and staff are therefore essential. We will provide opportunities to meet each child's developmental needs, socially intellectually, physically and creatively. The staff act as role models and support children in acquiring social skills and an understanding of acceptable and unacceptable behaviour. This policy provides guidelines on how to support the above aims; it recognises that learning self-regulation and socially appropriate behaviour is a developmental process and that through modelling positive behaviour at all times and managing challenging behaviour appropriately and competently, we can provide for the needs of the individual as well as ensuring the safety and well-being of everyone.

### Guidelines

At this age, children are learning how to behave appropriately in different situations. Young children can be overwhelmed by emotions and have difficulty in finding acceptable responses. Staff support children to manage their emotions and find ways to calm down. Staff also help children to recognise when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

We do this by:

- Noticing and acknowledging positive behaviours
- Using clear and consistent boundaries across all groups
- Respond to children in distress
- Teach children our Golden Rules (Appendix)
- Project 'Respect' across the entire Kindergarten / Pre-School
- Explaining the consequences of some behaviours and offering choices
- Provide strategies to support turn-taking e.g. using a sand-timer
- Staff plan and provide interesting and engaging activities based on accurate observations of children's interests and development stages, to minimise potential times of boredom or conflict
- Staff ensure there are sufficient resources and activities for children to take part without over-long waiting times for leading to conflict
- Sharing information with parents/carers about children's behaviour both at the kindergarten and at home
- Involving children in problem-solving
- Modelling positive behaviour, using a variety of strategies e.g. stories, visual timetables, circle time, role play, puppets
- Recognising and acknowledging feelings to encourage empathy
- Activities that support key social skills such as turn-taking or sharing, are planned and provided in age / stage appropriate ways e.g. circle time, small group time

## Challenging Behaviour

Staff will intervene when behaviour is persistently disruptive or difficult to manage

We do this by:

- Being clear about unacceptable behaviour
- Supporting the child to think of solutions to put things right
- Providing time away from the situation
- Helping the child to calm down
- Working together with parents/carers
- Where necessary involve the SENCO in setting up an individual education plan with specific targets related to behaviour

Some behaviours are extremely concerning e.g. racist remarks, inappropriate touching, verbal aggression, persistent physical harming of themselves or others, and intentional damaging of property.

This may involve:

- Removing the child from the situation
- Seeking immediate support from other staff members
- Contacting the parent/carer and (in extreme cases) request the child is taken home temporarily
- On rare occasions: using positive handling techniques for the child's own safety (the safety of others)
- Convening a meeting including a member of the management team and the parent/carer to identify ways forward
- Referring to other agencies for further guidance

## Parent Involvement

Working with parents/carers is vital and integral to a success of any Behaviour Management

We will achieve this by:

- Sharing expectations of behaviour at the Kindergarten/Pre-School, through formal and informal discussions with individuals and groups of parents/carers
- Talking to parents/carers about all aspects of their child's behaviour
- Being fair, non-judgemental and consistent when discussing children's behaviour with parents/carers
- Providing advice on additional support for parents/carers to help manage children's behaviour e.g. Family Support Services

We hope parents/carers will be able to:

- Inform us of any relevant changes to their circumstances which may affect their child's behaviour e.g. new baby, moving house, bereavement, divorce, separation or hospitalisation
- Re-enforce expectations of positive behaviour by talking to their child at home
- Actively support staff at the Kindergarten in implementing positive behaviour

- Work with us - understand that we are trying to help and are not judgemental
- Be a positive role-model for their child

Staff regularly review children's behaviour and discuss ways of dealing with unwanted behaviours within staff meetings. This helps us to provide a consistent approach to dealing with unwanted behaviour and alerts the team to any problems any of our children might currently face.

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Appendix

Golden Rules

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property