

Positive Behaviour and Discipline Policy (Early Years) March 2020

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Related policies: Positive Behaviour and Discipline Policy (Lower School), Prevention of Bullying Policy, Safeguarding Policy, Adult Code of conduct

Endorsement

Full endorsement is given to this policy by:

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Position: Cambridge Steiner School Trustee

Signed:



Date: February 2019

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1. INTRODUCTION

1.1 Promoting positive behaviour at Cambridge Steiner School

At Cambridge Steiner School we promote high expectations of behaviour and personal achievement for all of our pupils. By creating a caring and stimulating environment we seek to promote the principle that the School is a community within which all members share a mutual responsibility for the care and well-being of others. Our school is founded upon a belief in the uniqueness of the individual, and seeks to develop individual strengths. This can only happen if there is respect for each other and for the whole school community. We believe that all individuals are worthy of respect and that actions and behaviour must recognise the dignity and safety of others. Teachers are committed to respecting and valuing each individual pupil, their work and their family.

1.2 Our aims:

- To promote a culture of positive behaviour throughout the whole school community: teachers, pupils, trustees, and non-teaching staff – based on a sense of common purpose and shared values
- To help children to develop self-respect and growing self esteem, pro-social behaviour, including consideration and empathy for others, to be able to self regulate behaviour and develop skills such as negotiation and problem-solving to create a nurturing environment in which teaching and learning can take place in a safe, secure and positive environment
- To develop a consistent approach to promoting responsible behaviour
- To have clear strategies that may be used to help address situations where behaviour puts other students and adults at risk
- To treat problems when they occur in a fair and consistent manner
- To work closely and in partnership with parents

2. Approaches to Positive Behaviour

Our approach is part of the early years curriculum and consistent with our key principles.

In Early Years settings our general approach to behaviour and discipline is to set the right example and create the right environment for young children. We model the behaviour we would like to see the children imitate. If a lack of discipline arises it is our practice to consider first what we, as teachers/staff, may be doing wrong in terms of our expectations, curriculum content, details of classroom management, attitude, etc. We consider all behaviour as a form of communication and where children's behaviour is difficult or dangerous we endeavour to understand the underlying cause as well as to help support them to develop pro-social behaviour.

All children learn and grow in their understanding of socially appropriate and desirable behaviour; approaches to behaviour will therefore vary according to the age of the pupils. Strategies should aim

to help each child to develop self-regulation and internal discipline. Teachers will take into account individual pupils' needs and challenges; all must be treated fairly but not necessarily in the same way.

- Positive behaviour should be noticed and acknowledged. What constitutes positive behaviour should be apparent and understood by staff and pupils.
- Teaching staff will address behaviour and expectations with the pupils in an age appropriate way at the beginning of each school year and on an on-going basis
- Consequences for inappropriate behaviour should be clear, consistent and meaningful. What constitutes inappropriate behaviour must be apparent and understood by the pupils.
- In most situations, it is possible to create opportunities for pupils to reflect on and make restitution for inappropriate behaviour in an age appropriate way and at a time when they are calm and relaxed.
- All teachers understand that it is appropriate for pupils' growth that they test the 'boundaries' of behaviour, which it is the teachers' responsibility to set and maintain.

3. Educational principles supporting positive behaviour in the Kindergarten/Early Years settings

In kindergarten the teachers continually work to create a positive social environment which rests on an understanding of the different stages of development of the children. Teachers identify the variety of developmental needs and respond accordingly. By deepening the understanding of each individual, the teacher can modify the environment to encourage the best in each child. This is achieved through observations, discussions with parents and colleagues, study and Child Study.

The teachers use imitation and example, a rhythmical structure, positive reinforcement and golden rules to support the children's developing social skills.

3.1 Imitation and example

The teachers and assistants endeavour to be role models worthy of imitation. The awareness that the kindergarten child is a strong imitator brings a responsibility for the teachers to develop their own self-awareness. Through care of the children, each other and the environment, the adults encourage care and respect in the classroom (indoors and under the sky).

The teachers also encourage the oldest children to be positive role models for the younger children.

3.2 Rhythm and repetition

The day, week and term have a clear and balanced rhythm. This helps the children to orientate themselves and understand how they can participate. Repetition also fosters good habits.

3.3 Promoting positive behaviour

Our approach is based on the promotion of positive behaviour and helping pupils to develop internal discipline and self regulation. We actively encourage pro-social behaviour through acknowledgement and praise, with a smile, a gesture or verbally.

3.4 Golden rules

Golden rules for the kindergarten and woodland days are created in order to set expectations for the pupils, encourage positive behaviour and keep the children safe. The rules are explained at the start of the year and the children are reminded of them throughout the year. Please see Appendix for Kindergarten Golden Rules.

3.5 Strategies in dealing with inappropriate behaviour

Most children experience behavioural difficulties at some time in their development, with varying degrees of severity. It is important for staff to have a clear and consistent understanding of behaviour that is inappropriate and measures used to respond. These will vary according to the age and needs of the child. The teacher or assistant will do one or more of the following:

- Redirect the child to a new focus or activity.
- Gain the child's attention with a look, gesture or word to make him/her aware of our observations.
- If appropriate, ignore unwanted behaviour and focus on the positive behaviour of the group.
- Remove the child from the situation and engage him/her with an adult-led task. This stops the inappropriate behaviour, refocuses the child's attention and enables him/her to calm down, when appropriate, the child returns to the group.
- Take the child out of the room for a short period accompanied by a member of staff.
- If behaviour is difficult or dangerous and may result in the child hurting themselves or others, damaging property or causing disorder verbal intervention will be used whenever possible.
- If verbal intervention is unsuccessful or a threat of harm is imminent physical intervention may be used.
- Physical intervention is never used as a punishment and the use of corporal punishment is prohibited.
- The school has a duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

3.6 Strategies in dealing with persistent difficult or dangerous behaviour

If the behaviour of the pupil requires more attention than can be achieved by the daily efforts described above, other means must be implemented to ensure the most positive experience for the child and group as a whole.

Approaches for consideration when the behaviour of a child is consistently disruptive or dangerous and/or there is cause for general concern:

1. Consulting with parents to share information and create shared approaches as early as possible
2. Discussion with parents, teachers and the school SENDCo
3. Teacher review on a regular basis (daily and/or weekly)
4. Begin a Child Study in weekly teachers' meetings
5. Implementation of an action plan e.g., IBP (Individual Behaviour Plan), to target a particular problem or concern. Parents are invited to be involved in this process.
6. Recommendation to consult with other professionals for guidance and/or specialised training.

During the settling in period we work closely with the family to create a smooth transition into the setting. If a child shows significant difficulties to settle and some reasonable adjustments have been made we may question if our school can fully meet the child's needs. We will endeavour to find the best possible solution for the well-being of the child.

APPENDIX - GOLDEN RULES FOR KINDERGARTEN

The Golden Rules are set up to encourage responsible behaviour of the children and give them positive guidance what is expected rather than telling them what is wrong. The Golden Rules are short, kind, but to the point, reminders of behaviour expectations.

1 General

- Speak kind words.
- When the teacher speaks the children listen.
- Hands and feet are for work and play.

2 Inside

- Walking feet in the kindergarten.
- Slippers on in the kindergarten.
- Toys are for play, not throwing!

3 In the Garden

- No climbing on or over the patio fence.
- Walking on the patio.
- Walking in through the door. (Avoid children climb through the window to get into house)
- Windows are for looking out. (Avoid children climb on window)
- Stay within the kindergarten garden.
- Digging only in the 'quarry'.
- Sand stays in the sandpit.
- No throwing of sand.
- Garden tools are only for gardening. (big spades and forks or children's hoes)
- No picking of flowers - only daisies or dandelions.

4 Apple tree

- Climbing only when you have asked the teacher and the teacher is nearby.
- No help of other children nor stumps, chairs etc. to climb up.
- Only two children in the tree at a time.
- Climbing only up to stated height.
- Picking of apples (or any fruit/vegetables) only with teachers permission.
- No throwing of apples.
- Eating of apples only with teacher's permission and sitting down.

5 Sticks

- Sticks are only for play.
- Walking with sticks pointing down to the ground.
- Sticks no longer than the distance from your elbow to your fingertips.

6 Climbing frame

- No climbing onto the top of the round beam.
- Two children only on a board at a time.
- No gardening tools on the climbing frame.

7 Fire Rules (Fire in the garden)

- Children only in the fire circle with a teacher.
- Walking feet in the fire circle.
- Only 4 children in the fire circle, the others must sit down.
- The ‘fire person’ is in charge of the fire.
- Ask the ‘fire person’ before placing anything in the fire.
- Fire is for warming yourself or for cooking.

8 In the woodland

- Walking ahead only to the stopping places. (If a child goes further they will have to hold a teachers hand.)
- When you hear the woodland bell/flute you must return to the teacher as quickly as possible.
- Nothing from the woodland goes into the mouth.
- When a dog is coming, step to the side and stand still
- When lost, sit down and call for the teacher.
- Sticks are only for playing, and no longer than the distance from elbow to finger tips. (Exceptions for collecting firewood, building dens, and as horses.)
- Always walk with sticks pointing down.
- No sticks while walking.
- No sticks at ring time.