

# LONDON STEINER SCHOOL

## BEHAVIOR POLICY EARLY YEARS

Corporal punishment is not used at any time within our setting. The staff provide positive role models for the children regarding respect for others, caring, friendliness and courtesy.

Kindergarten staff have an awareness at all times that children within the early years are learning how to deal with a variety of feelings and emotions and this is taken into consideration when helping children find acceptable and constructive solutions to managing their behaviour.

The morning's structure and rhythm support children to feel safe and secure within their environment and supports positive behaviour. There are also golden rules that the group as a whole understand, which the kindergarten teachers help new children to understand and children usually help each other to comply with them.

If challenging or unacceptable behaviour is displayed including spitting, hitting, kicking, swearing, throwing objects or using objects with the intent to hurt and any behaviour that can harm the children, staff or the physical environment a member of staff will intervene and support all involved to resolve the situation. A child may need to stay with a member of staff for a varying amount of time until she/he is able to manage their behaviour, working alongside their teacher, helping to do a range of tasks to focus their attention in a positive way.

Approaches for consideration when behaviour of a child is consistently disruptive and/or there is a cause for general concern can include.

1. Parent notification and consultation on a regular basis. This may include writing a personal learning plan.
2. Teacher review on a regular basis daily/weekly.
3. Discussion with parents and early years lead. S.E.N.C.O and/or S.L.T.
4. A child study in weekly teacher's meetings.
5. Recommendations to parents to consult with other professionals for help and support e.g S.L.T.
6. Healing and pedagogical stories can be recommended to target particular behaviours.
7. If all the above have no significant effect on behaviour, parents may be asked to find an alternative environment, which is more able to meet the needs of the child.

The family of an excluded or suspended child will have the right to appeal to the school's college of teachers and the school's trustees.

Observations of children will be recorded and notes taken at meetings.

### **IMPORTANT NOTE.**

Staff are made aware and must be aware that some challenging behaviours may be the result of a child suffering harm, if this is a possibility Helen Fraser our designated safe guarding lead must be informed and consulted and reference made to the safeguarding/child protection policy.

### **PRINCIPLES.**

The London Steiner schools policies reflect and promote a positive experience for all children within the education, ensuring a safe and secure environment where each child is free to develop to his/her potential.

Positive behaviour is expected and encouraged, both in the classroom, the garden and on walks to the common. Activities, Festivals and celebrations engender an atmosphere of care within the classroom and garden. Sensitive handling of low levels of inappropriate behaviour in children will reduce the number of incidents of a more serious nature.

Punitive measurements are not used towards children within the kindergarten.

Parents evenings and one to one meeting opportunities as suggested above is intended to enable and strengthen the promotion of positive behaviour within the school.

Children are supported and encouraged to assert themselves appropriately in challenging situations. Bullying is not and will not be tolerated. Please refer to our Anti bullying and peer on peer abuse behaviour policy.

#### **PROCEDURE:**

Where a child is observed or understood to be unkind or the victim of unkindness at the hands of another or others the teacher will make every effort to unravel the situation in an age-appropriate way with a “no blame” attitude, in order for the children involved to understand their actions and at times the distress they have caused to another or others. The victims or victims will be comforted by teachers and friends and be part of the process so they feel safe in the knowledge that they are being heard and supported.

Apologies are encouraged especially from the older children and if appropriate a child will make an apology card for the child who has been hurt or upset. A task may also be given such as fetching a tissue to dry tears or a soft toy to cuddle or encouragement to comfort the upset child themselves in order to make amends.

#### **Related policies:**

Safeguarding/ child protection

S.E.N.D Policy.

Anti-bullying and peer on peer abuse policy

<b>Review by/date</b>	<b>Diana Buonaparte 10/20</b>
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