



**CVSE Supporting positive  
behaviour  
(Inclusion Policy)**

Authors	Ingrid Lihou Richard Bunzl
Policy Lead	Ingrid Lihou
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# **SUPPORTING POSITIVE BEHAVIOUR IN THE KINDERGARTEN**

## **1.0 Introduction**

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 classes and activities build a rhythm into the Kindergarten day that provides a comfortable knowing of what to expect that further contributes to our intention to support positive behaviour.

### **As children work, play and learn, the teachers:**

1. Encourage respect and care of self, others, and the environment.
2. Encourage the learning of self-control.

## **2.0 Purpose**

The purpose of this document is to identify the challenges which may be within the Kindergarten environment which may affect a child's positive behaviour. This document will identify possible interventions which a teacher may utilise to address any issues.

## **3.0 CHALLENGING BEHAVIOUR**

Most children experience social difficulties at some time in their development. There are many ways that the teachers help children to integrate better into the kindergarten group. In the event of behaviour viewed to be unsatisfactory, the following will happen.

### **In the kindergarten the teacher will seek to:**

1. Redirect the child to a new focus or activity
2. Gain the child's attention with a look, gesture or word to make her aware of our observations.
3. Remove the child from the situation and engage her with an adult-led task. This stops the inappropriate behaviour, refocuses the child's attention, and enables her to calm down. When appropriate the child returns to the group.
4. If the disruption continues, keep the child inside for a short time to help tidy or prepare for story while the others go out to play. After a while she may join the others outside.
5. If the child misbehaves during the kindergarten morning on several days and the above steps have not been helpful, ask the parent to attend or be available to collect the child on the next day. If during the day the child is still disruptive, the parent will be there or available to take her home. This may continue until the child stops the disruptive behaviour.

The above need to be consistent and practised over days or weeks with parental consent and co-operation. If the behaviour of a child requires more attention than what can be achieved by the daily efforts described above, other means may be implemented to ensure the most positive educational experience for the child, classmates, and group as a whole.

#### **4.0 Constant disruptive behaviour**

##### **APPROACHES FOR CONSIDERATION WHEN BEHAVIOUR OF A CHILD IS CONSISTENTLY DISRUPTIVE AND/OR THERE IS A CAUSE FOR GENERAL CONCERN.**

In the case of long-term concern about specific misbehaviour, the Teacher in consultation with the relevant Trustee will be involved and the child's parents will be sent a letter informing them of the staff's concern and inviting them to a meeting to discuss the situation.

It is important that parents' help is enlisted wherever this is possible. Parents must be kept informed about their child's behaviour at each step and clear factual records kept of all meetings. Letters sent to the parents in relation to this matter should where possible be kept brief and factual. A copy should be put in the child's file.

1. Parent notification and consultation on a regular basis.
2. Teacher review on a regular basis (daily and/or weekly).
3. Discussion with parents, teachers and child where appropriate.
4. Begin a 'Child Study' in weekly teachers' meetings. (See separate Child Study document)
5. Implementation of an action plan to target a particular problem or concern.
6. Recommendation to consult with other professionals for help and support.

Each new child comes to the kindergarten on the basis of a half term's trial. If at the end of this term the child has not settled, they may be asked to leave. It is possible also that a term's trial may be extended if the teachers deem it appropriate. If the child has been at the kindergarten longer and a problem arises, every effort will be made with parent support to reintegrate the child into the group.

## **5.0 PARENTAL INVOLVEMENT AND SUPPORT**

In keeping with our philosophy of supporting positive behaviour, we ask that parents agree to support us by considering the appropriateness of toys and clothing available to your child. Electronic games, weapons, cartoon or superhero images and their actions are not considered helpful in social integration and may work actively against what we are doing in the kindergarten.

Our kindergarten supports each child's right to a nourishing, supportive and appropriate environment. We acknowledge that all children learn from their environment through the sense impressions they receive and their imitation of what they experience around them. We feel that watching television is not an appropriate experience for the kindergarten aged child. In any event we strongly encourage parents not to allow children to watch television before the Kindergarten day begins, or during the hours before the child goes to bed. It does not encourage meaningful movement, nourish the child's need for a variety of rich sense impressions, and may not provide appropriate role models. For Kindergarten children especially, when play is all-important, it restricts the child's life experiences, some of which may be irreplaceable.

We find that television does not support positive behaviour in the kindergarten, and ask for your thoughtful consideration.

## **6.0 MONITORING COMPLIANCE AND EFFECTIVENESS**

This document will be reviewed annually. Any issues will be identified on an individual basis. These issues will be documented and filed confidentially.

Parental feedback will be recorded

Any interventions will be used as a learning tool (confidentially)

### **Related policies**

- CVSE Exclusion policy
- CVSE Special educational needs policy
- CVSE Anti Bullying and Behaviour policy
- CVSE Equal opportunities policy
- CVSE Safeguarding policy
- CVSE Prevent Duty policy
- CVSE Online safety for children and young people policy