

# Early Years Positive Behaviour Policy

**Approved by:** Erika Vargova

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## Kindergarten ethos

Our Kindergartens aim to provide a warm, home-like atmosphere with opportunities for the children to learn through imitation, free play, rhythm and repetition. In our Kindergartens we aim to create an environment, which encourages cooperation, sociability, tolerance and reverence and respect for people, their environment and nature.

## Behaviour Management

Corporal Punishment will not be used, or threatened, under any circumstances.

The structure and rhythm of the activities are organised to encourage the children's behaviour to be positive, cooperative and constructive.

Teachers and assistants use positive methods of guidance, with anticipation and pre-emption: redirecting the children in a non-confrontational way.

Teachers and assistants develop strong relationships with the children and their families: strategies are reflected at home with good rhythms especially around bedtimes and meals.

Parental support will be sought in minimising exposure to screens including TV, film, Ipads, computers and smartphones. Parents sign a home school agreement in which they undertake to permit no exposure to screen technology for kindergarten children. **Please see Annex A for further information.**

The teachers and assistants work with social behaviour by endeavouring to be role models worthy of imitation. They are aware of the power of the tone, volume and pace of their voices, of their gestures and of their body language.

The variety and sequencing of the daily activities builds a firm rhythm that provides a comfortable knowing of what to expect by the child and what is expected of them.

Teachers/assistants treat the children in an age-appropriate way and also have behaviour expectations, which are in accordance with their age, stage of development and any additional needs.

The children learn to understand the consequences of their actions through experience, repetition and gentle reminders: 'The crayons live in this basket.' 'Our hands are for work and play.' We call this 'Creative Discipline' and it helps the children to manage in a non-confrontational way.

Teachers use therapeutic stories to work deeply on the children's emotional life and to thereby promote the child's understanding of their feelings. **Please see Annex B for further information.**

Parents are encouraged to discuss and inform any difficulties a child may be facing at home, or any factors, which may affect that child's normal behaviour.

A home/school diary or email correspondence may be used to keep parents and teachers informed of behaviour and other issues on an agreed time scale: such as daily or weekly.

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

**Challenging Behaviour** Including: spitting, hitting, kicking, swearing, throwing objects or otherwise using objects with the intent to hurt and any behaviour that can harm the children, staff or the physical environment.

Most children experience social difficulties at some time in their development. There are a number of ways teachers, assistants and parents can help children, who may have significant behaviour issues, to better integrate into the Kindergarten.

These may include:

1. Redirect the child to a new focus or activity.
2. Gain the child's attention with a look, gesture or word to make him/her aware of

our observations.

3. Remove the child from the situation and engage them with an adult-led task. This stops the inappropriate behaviour, refocuses the child's attention, and enables them to calm down. When appropriate the child returns to the group. Sometimes the child may need a "well being break" and then will either go for a short walk accompanied by the assistant or visit another group to participate in their rhythm.

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. When the child is calm they may join the others outside.

5. If the above steps have not been helpful and the child continues to have disruptive behaviour which is detrimental to the rest of the children, themselves or the teaching staff: the parents may be asked to take the child home during a session. It is expected that parents, circumstances permitting, will comply with a request to take their child home. If parents refuse they will be further contacted by the teacher and/or a member of LT.

The above process needs to be consistent and practised over days or weeks with parental consent and cooperation. If the behaviour of a child requires more attention than can be achieved by the daily efforts described above, other means may be implemented to ensure the most positive Kindergarten experience for the child.

**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: including writing a personal learning plan (PLP).

2. Teacher review on a regular basis (daily and/or weekly).

3. Discussion with parents and the Early Years Manager, Early Years Adviser, SENCo or member of LT.

4. A "Child Study" in weekly teachers meetings.

5. Implementation of an action plan to target a particular concern or problem, e.g. a Healing story for home.

6. Recommendation to consult with other professionals for help and support.

7. Move the child to a different kindergarten, if the teacher, in consultation with LT, considers it is in the best interest of that child and the rest of the group.

8. If all of the above have no significant effect on behaviour the parents may be asked to find an alternative environment, which is more able to meet the needs of the child.

Important Note:

Staff must also be aware that challenging behaviour may be a result of the child suffering some harm, if this is a possibility the Designated Safeguarding Lead must be informed and consulted, and reference made to the Safeguarding/Child Protection policy.

Related Policies and Documents

- GWS Physical Intervention Policy
- GWS Safeguarding Policy
- GWS S.E.N.D Policy
- GWS Positive Behaviour Policy (Lower/Middle school)

## Appendix A

### Screen Time

Watching television, videos and other screens, regardless of content, has been shown to negatively affect a growing child's development. Like all electronic media, television lacks the direct human presence, which is so vital to the sensory and emotional nourishment of the child. Furthermore, children's need for creative play is inhibited and their ability to create images from within is suppressed by the electronically produced imagery, characters and narratives. Watching screens is essentially a passive activity whereas research shows that face-to-face contact, creative play, hands-on activities, and physical movement are the building blocks of healthy brain development.

Important *studies* of the *impact* of screen time on children's development, especially at early ages, have demonstrated a link with lower academic performance, increased sleep problems, obesity, behaviour problems, increased aggression, lower self-esteem, depression, and increased high risk behaviours. These include the 2016 study, which linked increased screen time with poor sleep quality and behaviour problems <sup>1</sup> and delayed development<sup>2</sup>. 1Parent J, Sanders W, Forehand R. Youth screen time and behavioural health problems: the role of sleep duration and disturbances. J Dev Behav Pediatr 2016; May.

<https://www.nhs.uk/news/pregnancy-and-child/screen-time-linked-delayed-development-young-children/> 29 Jan 2019

A guide to support parents in navigating their children's screen use by the Royal Collage of Paediatrics Child Health (RCPCH).

[https://www.rcpch.ac.uk/sites/default/files/2018-12/rcpch\\_screen\\_time\\_parent\\_fact\\_sheet\\_-\\_final.pdf](https://www.rcpch.ac.uk/sites/default/files/2018-12/rcpch_screen_time_parent_fact_sheet_-_final.pdf)

[https://www.rcpch.ac.uk/sites/default/files/2018-12/rcpch\\_screen\\_time\\_guide\\_-\\_final.pdf](https://www.rcpch.ac.uk/sites/default/files/2018-12/rcpch_screen_time_guide_-_final.pdf)

## Appendix B

### Therapeutic Stories

Story telling is an integral part of kindergarten pedagogy. Metaphor and imagery are used to help children understand emotions and be directed to do the right thing, for example: "Your words sound quite cross, let's try to make them as quiet as a mouse and as soft as a feather."

Carefully selected therapeutic stories can heal, comfort, reassure and help to shift out-of-balance behaviour. The young child will open up to a story through their feelings and receive the true moral of the story without ever having to be lectured or shamed: shaming can be damaging to a young child's self-esteem and is not tolerated in our practice. Stories are written and adapted for individual children so the images and characters reflect the child's own interests and so have greater efficacy and meaning for that child

Margo Sunderland, the Director of the Centre for Child Mental Health in London, is passionate about story language. She sees this as an important but under-used therapeutic modality. She claims that story is the language of young children and that literal rational language is often sensorially too dry and there are many times when, by using the language of the imagination, we are doing children a great

favour—we are reaching into their world instead of expecting them to stretch up to our adult world! *The Healing Power of Story Language* Susan Perrow, *Gateways Issue 73*