



Policy Number / Ref	KG_02	
Version	2.0	
Reviewed by / Date	JN/SL	Mar 2019
Approved by / Date	SWD	Mar 2019
Review Cycle	Annual	

## Kindergarten Behaviour Policy

including Anti-Bullying Strategy

### 1. Kindergarten Behaviour Ethos

We strongly believe in giving children the free space to develop their creativity, fostering a lifelong love of learning, which in turn lays the foundation for a healthy adult life. In our Kindergartens, we aim to create an environment which encourages cooperation, sociability, and reverence and respect for life and nature. We aim to create a warm, home like atmosphere and an opportunity for children to learn through imitation, rhythm and repetition, and child-led creative play.

We recognise the importance of positive and effective behaviour management strategies in promoting children's welfare, learning and enjoyment.

We endeavour to help children to:

- Develop a sense of caring and respect for one another
- Build caring and cooperative relationships with other children and adults
- Develop a range of social skills and help them learn what constitutes acceptable behaviour
- Develop confidence, self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

### 2. Aims

This policy aims to:

- Give guidelines to support **positive behaviour** by the children in our Kindergartens and Afternoon Sessions
- Provide a **consistent approach** to behaviour management, including bullying
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Apply positive policies which create a caring environment in which young children can grow both as an individual and in the wider context of social integration and assimilation at all levels.

### 3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- Use of reasonable force in schools

- Supporting pupils with medical conditions at school
- Preventing and Tackling Bullying

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

Under the Equality Act 2010, schools are under a legal duty to prevent all forms of bullying and harassment related to race, gender, sexuality and disability.

Finally, under the Children Act 1989, a bullying incident should be addressed as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' (DfE, Preventing and Tackling Bullying (2017)). Keeping Children Safe in Education (2018) states that 'all staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse'.

#### **4. Roles and Responsibilities**

**4.1 The board of Trustees** is responsible for monitoring this Behaviour Policy's effectiveness and holding the SMT to account for its implementation

**4.2 The School Management Team** is responsible monitoring how staff implement this policy. In addition, the SMT will work with the Kindergarten teachers to review this policy annually.

**4.3 Kindergarten Staff** are responsible for:

- Creating a positive home-like atmosphere in which children can learn through imitation, free play, rhythm and repetition
- Implementing this Behaviour Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording in the *Incident Book*

Where necessary, the SMT will support Kindergarten staff in responding to behaviour incidents.

**4.4 Parents** must be in close partnership with the school in order to allow each child to fully engage with the education we offer. As a school we require parents to:

- Discuss any behavioural concerns with the Kindergarten teacher or child's key worker promptly
- Inform us of any changes in circumstances that may affect the child's behaviour
- Provide healthy rhythms for the child: a healthy diet, minimal access to technology and media, and adequate sleep
- Consider the appropriateness of toys and clothing available. Electronic games, weapons, cartoons and superhero images and their actions are not considered helpful in social integrations and may work actively against the positive behaviour we are trying to promote in the Kindergarten
- Limit screen time of any sort to an absolute minimum or none at all
- Attend Parents' evenings and any requested meetings

## **5. Positive Behaviour Management**

**5.1** The structure and rhythm of activities within Kindergarten are organised to engender a comfortable knowing of what to expect. These daily, weekly and annual rhythms encourage behaviour within each child that is positive, collaborative and constructive. Due to the fact that the children generally spend three years within Kindergarten, this understanding of what to expect grows and deepens over time and is passed on by older children to the younger members of the group. This further helps to provide a foundation of positive behaviour.

**5.2** During their early years, children learn through imitation. In the Kindergarten the teachers therefore work with social behaviour by endeavouring to be role models worthy of imitation. At all times we show loving respect for the children and adults thereby setting a good example for them to experience and imitate. It is our aim that, over time, children will develop a genuine orientation towards positive behaviour rather than simply learn to modify their actions in order to gain the approval of key adults around them.

**5.3** Within Steiner Waldorf kindergartens, storytelling and repetition is regarded as important for the development of the child's moral nature. For this reason, stories are repeated daily over a one-week period - enabling them to weave into and strengthen the inner resolve of the young child. Stories are carefully chosen for the deep moral truths within them, and help the child to develop a sense of trust in the goodness of the world. It is hoped that these inner pictures - together with the ordered, rhythmical and predictable life of the kindergarten - will help sow seeds of moral resilience within young children so that they do not feel overwhelmed by their feelings amidst the many challenges and unexpected changes that life can bring.

**5.4** Kindergarten staff aim to develop an in-depth knowledge of each child. This enables us to anticipate and pre-empt potential problems and trigger points through early intervention, redirecting the children in a non-confrontational way as considered appropriate. Teachers treat the children in an age appropriate way and also have behaviour expectations which are in accordance with their age and stage of development. Wherever possible, we use creative discipline to help children overcome difficulties, thereby equipping them with strategies for regulating their own behaviour (for example, where a dispute arises from within the play because several children want to be the mother rabbit, the teacher might suggest that the vet comes to visit and thereby helps the game to be reinvigorated in a new and more positive direction).

**5.5** Through the positive methods of guidance outlined above, the children will be encouraged and expected to work towards achieving the following shared understandings:

- We listen to our teachers
- Our hands are for work and play
- We do not hurt anyone or anything
- We use kind words
- We look after our friends big and little
- We take care of our kindergarten

As the children work and play together, we aim to nurture respect and care of self, others and the environment, and encourage the learning of self-control. All children gradually mature over time in their understanding of socially appropriate and desirable behaviour.

**5.6** Hitting, kicking, spitting, swearing and name-calling are unacceptable within Kindergarten. The Kindergarten teacher will always tell a child's parents when any of these behaviours occur in Kindergarten.

A rising 4-year-old may sometimes hit and kick impulsively in response to social situations within the Kindergarten. Usually this will pass quite quickly as they integrate within the group.

It is expected that a rising 5-year-old would start to develop an ability to hold back from impulsive aggressive reactions. The rising 6-year-olds will be expected to manage in Kindergarten without responding with inappropriate behaviour.

**5.7** Where problems arise that do not respond to our approaches, the Kindergarten teacher will arrange to discuss these discreetly with parents, so that they can work together in deciding upon and reinforcing the most appropriate direction for the child.

## 6. Challenging Behaviour- strategies

If there is ever a concern that the challenging behaviour may be due to the child suffering some harm, the Designated Safeguarding Lead must be informed immediately, and Child Protection procedures followed. Please see *RWS Safeguarding and Child Protection Policy*.

**6.1** When confronted with challenging behaviour, staff will be clear to distinguish between disengaged, disruptive, and unacceptable behaviour.

- **Disengaged** behaviour may indicate that a child is bored, unsettled or unhappy. With sensitive interventions staff will often be able to re-engage a child in purposeful activity.
- **Disruptive** behaviour describes that which prevents other children from enjoying themselves or feeling safe. Staff will collectively discuss incidents and agree on the best way to deal with them.
- **Unacceptable** behaviour refers to non-negotiable actions and may include:
  - Discriminatory remarks
  - Violence
  - Bullying
  - Destruction of equipment

Staff will be clear that consequences will follow from such behaviour, including firstly, temporarily removing a child from the activity session.

Staff will also listen to the child/ren carrying out the negative behaviour, hearing their perceived reasons for their actions. Staff will then explain to the child/ren what was negative about their behaviour and that such actions have consequences for themselves and others.

**6.2** Most children experience social difficulties at some time in their development. There are a number of ways teachers and assistants can help children who are presenting challenging behaviour:

- 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
- Remove the child from the situation and engage him/her with an adult-led task. This stops inappropriate behaviour, refocuses the child's attention, and enables him/her to calm down
- When appropriate the child returns to the group. Staff will encourage and facilitate mediation between children to try to resolve conflicts by discussion and negotiation
- If the disruption continues, keep the child inside for a short time to tidy or prepare for a story, while the others go out to play. After the child has calmed down, he/she may join the others outside

- Staff will work as a team by discussing incidents and resolving to act collectively and consistently.
- We will work in partnership with the children's parents. Parents are regularly informed about their child's behaviour by the KG teacher, who is informed by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause, and decide jointly how to respond appropriately.
- Parents will be reminded of their responsibilities as outlined in section 4.
- Staff will try to discuss concerns with parents/carers at the earliest possible opportunity in an attempt to help identify the causes of negative behaviour, and share strategies for nipping it in the bud.

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

- Parent notification and consultation on a regular basis
- Teacher review on a regular basis (daily and/or weekly)
- Discussion with parents, teachers and child where appropriate
- Begin a 'Child Study' in meetings
- Implementation of an action plan to target a particular concern or problem
- Recommendation to consult with other professionals for help and support
- Corporal punishment is strictly forbidden and will not be given to a child, and nor will they threaten any punishment which could adversely affect a child's well-being.

#### **6.4 Exclusion**

If a child's behaviour continues to be disruptive and unmanageable, and/or is likely to be a danger to his/herself or others, we may have to take immediate action to temporarily exclude that child. The parents or carers will be contacted and asked to collect them. This will be recorded in the *Incident Book* and a meeting will be arranged with the parents at the earliest convenience.

Such action would only be taken after staff have exercised their best endeavor to make all reasonable adjustment to manage the child's behaviour prior to the exclusion.

The return to Kindergarten will be assessed and implemented on a case by case basis, during staff meetings and parent-teacher meetings.

### **7. Sexualised Behaviour in Kindergarten**

**7.1** Inappropriate or harmful sexual behaviour is a potential safeguarding and child protection issue. All children need to be safe and protected from sexual behaviour of other children, even though interest in their own and others' bodies is recognised as part of normal development. A child displaying inappropriate sexual behaviour is possibly a sign of abuse and therefore the child protection procedure will need to be followed.

**7.2** Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, harmful, abusive and/or violent behaviour in the future.

**7.3** A risk assessment has been drawn up, referring to the particular environment of our kindergarten, both indoor and outdoor. The controls put in place include ensuring that there are no areas where children cannot be observed or heard. Whenever there is den-building, there is always a window or door for the adults to see through.

#### **7.4 Procedure:**

- If any child displays any form of sexual behaviour, it must be recorded in the *Incident Book* within 24hrs.
- The incident must be dealt with immediately: what they need to do, say to the child, who to contact.
- The DSL should be informed, and depending on the circumstances will discuss the issue as per the child protection procedures as detailed in the RWS Child Protection and Safeguarding Policy.
- The parents must be spoken to. It will be helpful to reference the traffic-lighting system and information poster.
- A risk assessment will then be drawn up and controls put in place to prevent a similar incident from reoccurring.
- A behaviour plan may be created with the input of the DSL and, if appropriate, the parents. This will explain how any further incidents will be managed by all adults. This is important because it is possible that the behaviour is being exhibited at home, but possibly in secret, so parents will need to be vigilant and follow the agreed behaviour plan. This will be reviewed on a monthly basis, or more often if required.
- Procedures will be reviewed at the Kindergarten meeting after any incidents, to ensure they are effective, and that all KG staff are consistent.

### **8. Use of Physical Intervention**

**8.1** There may be occasions, despite the calm creative atmosphere in the Kindergartens, when it is necessary to hold or restrain a child, either to prevent an incident, or to control behaviour that is already occurring. Physical restraint is defined as the ‘positive application of force with the intention of overpowering the child’. It will only be used to manage a child’s behaviour if it is necessary to prevent personal injury to the child, other children, or an adult; to prevent serious damage to property.

**8.2** Physical intervention will only be used as an act of care, never of punishment. Physical intervention will only be used if the child is injuring themselves or others, or a child is damaging property, or about to do so.

**8.3** Ideally the member of staff who knows the child best will be the one to use physical intervention. However, in an emergency, anyone can as long as the policy is followed.

**8.4** If the Kindergarten has a child whose behaviour is likely to require physical intervention, the KG teacher will work with the parents to create an appropriate PLP (personal learning plan).

#### **8.5 Procedure:**

- Staff will first give verbal signs that are repetitive and familiar and generally hold the group. Examples: “hands are for work and play”; “kind hands in the kindergarten”; “running feet are for outside”; “only donkeys kick” etc. Staff will use all possible non-physical action, including dialogue and diversions, to deal with the behaviour. The child will receive a verbal warning that physical intervention will be used if they do not stop.
- Whenever a staff member is in a situation where they need to consider holding a child, they must have a second staff member present. There is an exception, in the situation where delaying action may result in a child or member of staff being hurt.
- A dialogue will be maintained with the child at all times, so that the member of staff can explain what they are doing and why.
- Only the minimum force necessary to prevent injury or damage should be applied. The force will always be appropriate the age, size and strength of the child involved.

- Divert a child leading them away by a hand, or by an arm around their shoulders
- Hold children by ‘long bones’; avoid joints
- Beware of head positioning to avoid ‘head butts’
- Ensure there is no restriction of breathing Avoid lifting children

**Force cannot be used as punishment. This would be defined as corporal punishment and is illegal.**

**8.6** Any occasion where physical intervention is used must be recorded in the *Incident Book* within 24hrs, and parents must be informed on the same day. In addition, it must be discussed at the Kindergarten Teachers weekly meeting.

**8.7** If there is the possibility a staff member has committed any act of violence or abuse toward a child, please refer to *Allegations against Staff Policy* (Appendix to *Child Protection Policy*), and *Staff Disciplinary Procedures*.

## **9. Anti-Bullying Strategy**

We are committed to ensuring that every child is free to develop naturally. It is absolutely essential to respond appropriately and effectively in order to ensure a safe environment for both victim and perpetrator, to enable this development. Help will be given to both victim and parents, and perpetrator and parents, within the Kindergarten and within their own homes if necessary.

**9.1 Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, often where the relationship involves an imbalance of power.

In bullying, there is:

- An intention to harm
- A harmful outcome (physically or emotionally)
- Persistent and repeated (an isolated attack e.g. a fight, is not bullying)
- Direct or indirect (e.g. hitting someone, or spreading rumours)
- Unequal power (or perceived, often due to age, physical strength, psychological resilience)

Bullying can be emotional, physical, direct or indirect verbal.

**9.2 Possible Signs and Symptoms of Bullying** can include:

- Change in child’s usual routine
- Unwilling to go to Kindergarten
- Becomes withdrawn, anxious, lacking in confidence
- Child starts stammering
- Cries themselves to sleep at night, or nightmares
- Feels ill in the morning, e.g. headache, tummy ache
- Begins to do poorly in given tasks/projects
- Comes home with clothes torn, or possessions missing
- Unexplained cuts, bruises, scratches
- Begins bullying other children or siblings
- Loses appetite
- Bed wetting

This list is not exhaustive, and these signs may indicate other problems. However, bullying should be considered a possibility and should be reported and investigated.

### **9.3 Bullying Incident Reported: Procedure**

Incidents are reported and recorded in the Incident Book. Appropriate action would be considered, agreed and actions set (see below) through consultations with parents, teachers, assistants, DSLs and SENCo. A time or length of time which would be appropriate for the situation to be resolved would also be agreed. At any time within this plan, if necessary, home visits to both victim and perpetrator would be arranged for further discussions.

We recognise the personhood of those engaging in bullying behaviour as much as we recognise the personhood of *all* our kindergarten pupils. In order to create a bullying-free environment, both the bullied *and* those who bully need help to challenge and transcend the damaging and invariably unproductive dynamics of abusive or bullying behaviour.

With regards to the victim, we would:

- Ensure the child feels safe and secure in Kindergarten.
- Give physical and emotional support
- Encourage the child to relay feelings
- Carefully monitor and assess the child
- Maintain frequent communications with the parents or carers.

With regards to the perpetrator, we would:

- Ensure the child feels safe and secure in Kindergarten.
- Give physical and emotional support
- Ensure the child is given reinforcement of desired behaviour through imitation of loving gesture and repetition.
- Ensure the child is kept close to staff if appropriate
- Carefully monitor and assess the child
- Maintain frequent communications with the parents or carers.

In addition, we would look at the following ways of helping the children resolve the situation:

- In the cases of impulse reaction involving e.g. pinching, hitting, we would advise the child is made aware of limb engagement.
- We would emphasise the importance to parents of reducing unnecessary nerve/sense stimulation (eg: tv, media etc).
- We would actively encourage the parent or carer that their anxiety was not shown or revealed unnecessarily to the child. We feel that the child's future is profoundly influenced by the people about him and as such reactionary impulses on the part of the guardian will find reflection within the child's psyche and imitative actions. It is therefore of paramount importance that the child be surrounded by activities and responses worthy of imitation. Intense emotional responses are inappropriate for the young child.
- We would give pedagogical stories to enhance understanding

### **9.4 Preventing Bullying**

Consistent with our aims and ethos, we aim to create an ethos where bullying behaviour is simply not an aspect of our kindergarten culture, and in which our children *freely and unselfconsciously* choose not to engage in bullying behaviour, not because they have internalised didactic instructions

that it is ‘wrong’, but because that sort of behaviour simply does not exist and is *unthinkable* in our kindergarten’s culture.

In the case of young children, we strive to provide strong role models of kind, considerate behaviour, with children freely observing adults and older children showing consideration and respect for others. In Steiner education, children will regularly receive examples in story form of people being mindful of each other’s feelings, and images showing that it is bad to be destructive.

To this end, our kindergarten has a low-profile, high vigilance anti-bullying policy. Teachers and staff do not repeatedly draw attention to the issue of bullying through the curriculum, but all staff are continually vigilant that bullying behaviour is not occurring in our kindergarten. All staff realise that this aspect of the policy is especially important, given the low-profile nature of the policy at the curricular level. It is also important that all pupils are aware that we have a culture of complete openness about reporting any abusive behaviour, whether to self or whether observed amongst peers; and that it is everyone’s responsibility to bring such behaviour to the attention of a trusted member of staff, who will always listen carefully, and take the matter further, while being sensitive to any confidentiality aspects that are deemed appropriate in each case.

Overall, the staff of our school undertake to strive at all times to provide a safe and secure environment for our children to grow, develop and learn naturally, according to their abilities, such that every child’s potential is realised, and no child has her or his potential stunted or compromised by abusive or bullying behaviour.

## **10. Special Educational Needs**

The Kindergarten recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The Kindergarten teacher will, when necessary, consult with the school’s special educational needs co-ordinator (SENCo) who will evaluate a pupil exhibiting challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with parents and external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **11. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. The DSL will also give periodic refresher training sessions. Behaviour Management also forms part of continuing professional development.

One member of the Kindergarten staff is a deputy Designated Safeguarding Lead.

## **12. Monitoring arrangements**

This Kindergarten Behaviour Policy will be reviewed by the Kindergarten teachers, for approval by the Board of Trustees annually.

### **13. Links with other policies**

This behaviour policy links with the following RWS policies:

- Kindergarten Provision Document
- Behaviour Policy (Main School)
- Anti-bullying Policy (Main School)
- Safeguarding and Child Protection Policy
- Allegations against staff procedures (appendix 4 to above)
- Staff Disciplinary Procedure