

Kid'n Around Kindergarten Behaviour Policy

The kindergarten's behaviour policy creates a safe, respectful, and positive learning environment for young children. These policies are designed to promote appropriate behaviour, teach social skills, and provide a structured framework for both students and teachers.

Aim of policy:

For staff to provide a consistent approach to encouraging positive behaviour, and responding to unwanted behaviour in ways which are respectful, assertive, and based on a recognition of a child's age and stage of development.

Policy Statement:

Children of all ages respond best to clear and consistent boundaries, staff working with all children need to provide and reinforce such boundaries through a framework of positive reinforcement and support. Helping children to make the right choices and to exercise self-control is the foundation of our approach.

Policy Rationale:

All staff must be aware of and follow this policy and associated guidelines for responding to challenging behaviour.

There can be more significant issues with behaviour at times. Sometimes there may be a child that does not co-operate with others, becoming a disruptive influence on the group. The concerned child often has problems in other parts of life and needs understanding and care, as well as discipline.

Policy Content:

- 1. Respect and Kindness:** Emphasise the importance of treating others with respect and kindness. Teach children about sharing, taking turns, exercising self-control, and being polite.
- 2. Safety:** We ensure that children understand basic safety rules, such as not running in the classroom, using materials and tools properly, and asking for help when needed.

- 3. Classroom Rules:** Establish clear and age-appropriate classroom rules such as raising hands before speaking, listening ears, and looking eyes at the teacher, handling books with care, sitting and crossing legs on the carpet, and cleaning up after oneself.
- 4. Positive Reinforcement:** Implement a system of positive reinforcement to reward and encourage good behaviour. This may include praise, stickers, or a reward chart.
- 5. Consequences:** Define appropriate consequences for misbehaviour. The consequences should be consistent and related to the behaviour. For example, a time-out may be used for disruptive behaviour (refer to the staff handbook).
- 6. Communication:** Maintain open lines of communication between teachers and parents. Inform parents of their child's behaviour and progress regularly.
- 7. The Use of Behaviour Log:** Where a specific child's behaviour has become a concern for the team. The child's behaviour should be more closely monitored and tracked for a period of time through the behaviour tracking sheet. This will enable staff you to stand back and analyse possible triggers, look for patterns and establish what further support could be planned to help the child make positive behaviour choices.
- 8. Individualized Behaviour Plans:** Recognize that each child is unique and may have different needs. Develop individualized behaviour plans if necessary to address specific challenges or issues.
- 9. Anti-Bullying:** Promote a zero-tolerance policy for bullying or aggressive behaviour. Teach children about the importance of being an ally and standing up against bullying.
- 10. Positive Role Modeling:** Teachers and staff should model appropriate behaviour for children, setting a good example for them to follow.
- 11. Parental Involvement:** Encourage parents to be actively involved in their child's education and behaviour development. Provide resources and guidance for parents to support their child's behaviour at home (refer to parent handbook).

12. Reflection: At all times, staff should reflect on how they respond to children's behaviour. Staff need to consider if you could have done something differently, that would have had a different outcome, maybe more positive. Discussions with team members, team leaders and colleagues about specific children, about ground rules and different approaches are all valuable. Reflection should be ongoing and conversations about behaviour should be 'always open'.

This behaviour policy is subject to assessment of its effectiveness and necessary adjustments will be made based on the needs of the students and the evolving classroom dynamics.

