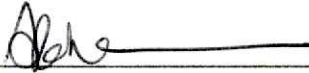


POLICY FOR THE PROMOTION OF POSITIVE BEHAVIOUR IN SCHOOL

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| Reviewed by: | Gabriele Woelfle |
| | Angela Rynne |
| Date: | July 2023 |
| Next review: | July 2024 |
| Related policies and documents: | <ul style="list-style-type: none"> • Safeguarding: Child Protection Policy • Positive Handling Policy • Health and Safety Policy • Anti-Bullying and Child-on-child abuse Policy • Relationship and Health Education Policy • British Values Policy |
| Endorsement | |
| Full endorsement is given to this policy by: | |
| Name: | Andaleeb Richards |
| Position: | North London Rudolf Steiner School Trustee |
| Signed: |  |
| Date: | 17.7.23 |

Introduction

There is no corporal punishment within the kindergartens. Techniques intended to humiliate a child will not be used. There is consistency in how all staff expect a child to behave and what behaviour is acceptable. The staff provide positive role models for the children as regards respect for others, caring, friendliness and courtesy towards each other. Staff strive at all times to understand that children are learning to deal with a variety of feelings and emotions, these feelings are acknowledged and the staff help the child find acceptable and constructive solutions.

The structure and rhythm of the morning’s activities are organised to enable children’s behaviour to be positive. There are also rules that the group as a whole understand, and they usually help each other to comply with. If unacceptable behaviour is displayed, then a member of staff will intervene and help all those involved to resolve the situation. The children involved will together receive appropriate action, preferably through gentle gesture and sometimes with verbal interaction from the member of staff. A child may need to stay near a member of staff for a varying amount of time until they are able to manage their own behaviour. We do not reinforce

negative behaviour, however in order to protect the child's self esteem, positive, not punitive, methods of guidance are used. If a child regularly causes concern with unacceptable behaviour this will be discussed with parents.

In exceptional circumstances the school reserves the right to consider temporary or permanent exclusion.

Principles

The North London Rudolf Steiner School's policies reflect and promote a positive experience of education, in a safe and secure environment, where each child is free to develop to their full potential.

Positive behaviour is encouraged and expected, both in the classrooms and in the garden. Activities and celebrations engender an atmosphere of care within the classes and across the school. It is recognised that all children and adults are sometimes capable of unkindness. It is therefore essential that teachers are seen to set a good example in this area, as positive role models who care for those around them.

Sensitive handling of low levels of inappropriate behaviour in children will reduce the number of incidents of a more serious nature.

Close co-operation with parents through parents' evenings and one-to-one meeting opportunities, as suggested in '**Guidelines for Teachers**' (Appendix 1), is intended to enable and strengthen the promotion of positive behaviour within the school.

The best is expected from each child, and labels such as 'bad' are not used in relation to children as these can become self-fulfilling prophesies.

Children are encouraged to assert themselves appropriately in challenging social situations.

'Bullying' is not, and will not, be tolerated. Here bullying is seen as the repeated, wilful and conscious desire to hurt an individual or individuals in any way, with reference to the government document '**Don't Suffer in Silence**'. Please also refer to our 'Anti-Bullying and Child-on-Child Abuse Behaviour Policy'.

Procedure

Where a child is observed, or understood, to have been unkind, or the victim of unkindness at the hands of another or others,

- 1.1** The teacher will attempt to unravel the situation in an age appropriate 'no-blame' manner, in order for each party to 'own' their part in it and feel the measure of the other's pain or distress. They will then be given a task in order to make amends. An apology will follow from the teacher to model an appropriate empathetic response.
- 1.2** The teacher will bring any remaining concern, or a request to monitor certain individuals, to the rest of the staff through the teachers' meeting. Staff will be asked to record observations on the school's incident/behaviour form.

- 1.3 Where a recurring pattern of behaviour is exhibited, then every effort will be given to understanding and addressing the reasons for this, in consultation with the parents as suggested in the 'Guidelines for Teachers' (Appendix 1). A Child Study may also be arranged. Close monitoring of the situation will be arranged. If child abuse is indicated by abnormal behaviour the Designated Safeguarding Leads, Gabriele Woelfle and Angela Rynne will be informed. (See our 'Safeguarding: Child Protection policy').
- 1.4 If an incident is serious and deliberate, or the victim is injured, then the perpetrator may be sent home until the appropriate course of action is decided upon. The parents of both children will be informed the same day, normally followed by meetings to discuss the most effective way forward.
- 1.5 Where serious incidents persist they may be considered bullying/child-on-child abuse, and if the measures taken do not effect a change in behaviour, sanctions may be introduced limiting the sessions available to the child, culminating in suspension or exclusion. Written records will be made of sanctions imposed.
- 1.6 The family of a suspended or excluded child will have the right to appeal to the manager and the school's trustees.

APPENDIX 1

GUIDELINES FOR TEACHERS

As teachers, we strive to build up as complete a picture as possible of each child to facilitate better understanding of their developmental and educational needs.

Observations and assessments will give important but limited indications for each child. It is recognised that this needs to be qualified and enhanced by the development of a broader relationship with parents and child, where aspects such as family circumstances and life events can be properly understood and taken into account. This is normally the responsibility of the Kindergarten teachers.

This picture-building relationship can involve 'home visits' where the teacher has the opportunity to see the child in their home environment.

Regular meetings between teachers and parents/carers are recommended to build trust, explore concerns and share news. It is also normal for teachers to be available at short notice (by phone or a meeting within a few days) to discuss particular issues.

Where a particular concern cannot be addressed by these means, the Kindergarten teachers may call a meeting of all staff who are involved in the education of that child or class.

In order to further support and understand a particular child, they may be taken up as a 'Child Study' in the teachers meeting. Here the child is considered in great detail over a period of two weeks during which time their physical, movement, sensory, emotional and spiritual nature will be closely monitored alongside a detailed biography. Recommendations and strategies will be gained from this activity. It is considered good practice for each Kindergarten teacher to meditate upon each child in their class regularly. We also carry out more frequent 'mini' child studies.

The 'picture-building' outlined above may sometimes highlight or suggest problems of a more serious nature such as emotional, physical or sexual abuse. In any such case, the child must be referred to the Designated Safeguarding Leads, Gabriele Woelfle and Angela Rynne, who will take appropriate action as outlined in the **Safeguarding: Child Protection Policy**.