

Michael Hall

a Steiner Waldorf School

Promoting Positive Behaviour in Early Childhood

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| Policy Owner | Early Years Assistant Principal |
| Formally endorsed by | Council of Trustees |
| Endorsement Date | September 2023 |
| Next Review Date | September 2025 |

Safeguarding; we are all responsible

POLICY STATEMENT

Our Early Childhood settings aim to provide a warm, home-like atmosphere and an opportunity for the children to learn through imitation, free play, rhythm, and repetition.

It follows from our approach that we strongly believe in giving children the free space to develop their creativity, fostering a life-long love of learning, which in turn helps to lay the foundation for a healthy adult life. In our Early Childhood settings we aim to create an environment, which encourages cooperation, sociability, and reverence and respect for life and nature.

All pupils learn and grow in their understanding of socially appropriate and desirable behaviour. In the Early Childhood setting the practitioners continually work with social behaviour by endeavouring to be role models worthy of imitation. Practitioners treat the children in an age appropriate way and have behaviour expectations that are in accordance with their age and stage of development.

As the children play and learn, the teachers encourage:

- Respect and care of self, others, and the environment.
- The learning of self-control.

Parental support will be sought in minimizing exposure to screens including TV, film, iPads/tablets, computers, and smartphones as part of the media free ethos of our Early Childhood setting.

Challenging Behaviour

The EYFS states: 3.53. Providers are responsible for managing children's behaviour in an appropriate way

Most pupils experience social difficulties at some time in their development. There are many ways that the teachers help pupils to better integrate into the Early Childhood setting.

For example:

1. Using distraction. Redirect the pupil to a new focus or activity. Gain the pupil's attention with a look, gesture or word to make him aware of our observations.
2. Remove the pupil from the situation and engage him/her with an adult-led task.
3. Use Trauma Informed Language "name it to tame it"
4. If the disruption continues, a practitioner may take the whole class out of the room for a short period of time and the remaining practitioner will engage the child in tasks in the Early Childhood setting.
5. Tell a therapeutic story may be shared with parents to tell at home and to be used within the setting to help the child shift behaviour 'out of balance' *see Appendix A*
6. If the child displays high risk or regularly disruptive behaviours during the Early Childhood morning on several days and the above steps have not been helpful, parents may be

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asked to be available to collect the child. This strategy will form part of the Challenging Behaviour Risk Assessment

It is paramount that all the children's needs in the group are met and if the behaviour of a pupil requires more attention than can be achieved by the daily efforts described above, particularly when aggressive or dangerous behaviour is exhibited, then it may be deemed necessary to implement other means to ensure the most positive experience for the pupil and the class.

The EY SENCO/ Early Childhood Assistant Principal will be contacted and together with practitioners and from the list below, appropriate strategies will be put in place.

1. Implementing a Setting Based Support Plan or implementing an EABC observation cycle
2. Implementing a Challenging Behaviour Risk Assessment (CBRA)
3. Stay in close communication with the Parents/Carers.
4. Regular teacher reviews with parents, AP, EY SENCO

In the rare instance where behaviour strategies and procedures have been unable to help a child, and where it has been identified that more individualised support is required (that is beyond which the school can reasonably provide) the school may judge that a child is likely to thrive better in a different academic environment. This can only be decided on by the Early Childhood Assistant Principal and the Principal as a member of SLT.

Related Policies and Documents

Child Protection and Safeguarding policy

Early Years Positive Handling and Physical Intervention

Admissions Policy

Appendix A

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! (Parrow, Gateways)

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