

Kindergarten (KG) Behavior Policy

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Rationale

At the American School of Creative Science (ASCS), we want students to be **Ready, to be Respectful, and to be Safe**. ASCS bases its philosophy on developing the “holistic” child which respects every child’s individual interests, preference and choice. We at ASCS are fully committed, therefore, to understanding every child’s learning patterns, behavior challenges, response and causes of those challenges. It is thus our fundamental responsibility to ensure that every child is respected and recognized as a valuable member of the ASCS community ultimately nurturing leaders who are resilient and emotionally balanced to address and resolve problems independently.

The following behavioral guidelines are prepared in order to promote good behavior, create an appropriate learning environment, and take self and public responsibility among students within the school community

We want children to develop:

Trust: To support children to develop trusting relationships, enabling them to take risks in their learning and give them the confidence to express the things that are important to them in an appropriate way.

Emotional Literacy: To support children to develop understanding of their own feelings and emotions and those of others, giving children their voice to express this in a safe and appropriate way.

Understanding and Compassion: To help children to begin to understand their own uniqueness and the uniqueness of others with empathy.

Kindness: To promote acts of kindness for each other and to assist children in ways of being gentle towards each other.

Respect: To encourage all children to have respect and consideration for themselves, for other people (their feelings, beliefs and values) and for the school environment.

Fairness and Equality: To give children an understanding of fairness and the importance of including everyone.

Responsibility: To support children in developing an awareness of responsibility for their own actions and begin to understand the consequences of their behavior.

Guidelines

Adults will have high expectations of children's behavior and maintain a calm and consistent approach at all times. We take a positive behavior approach:

- By making the school a secure and nurturing community and environment, where each child develops a sense of belonging.
- By adults respectfully showing consistent care of self, other people, environment and property.
- We recognize & celebrate the positive things they do specifically and appropriately.
- Helping them to recognize their feelings and express themselves in an appropriate way including the use of non-verbal communication, positive touch etc
- Encouraging them to ask for help from peers as well as adults
- By making it explicit that children have the right to be safe and assertive with others to ensure their wellbeing and be confident to seek adult support.
- Encouraging their enterprise and building confidence with taking risks in their learning and developing resilience.
- Identifying and planning for their interests and learning through a curriculum that empowers children to be independent and make appropriate choices about their learning.
- Building their independence and building self-esteem through developing their self-help skills
- By encouraging children to experience positive interactions
- Making the consequences of their actions without blaming the child.
- Using simple statements to ensure that children have clear and explicit communication.
- Developing Emotional Literacy by giving time to listen, name and value their emotional responses (Conflict Resolution)
- Using "conflict Resolution" to encourage children to act independently in difficult/different situations.
- By providing consistent and agreed boundaries for expected and acceptable behavior.
- By working closely in partnership with parents, sharing significant daily events and involving them in planning for and promoting positive behavior.
- Wherever possible, staff will use positive, preventative, calming, defusing and problem-solving skills to support children.

Differentiated Behavior Support

We acknowledge that children's exhibited behavior is an expression of their feelings and can be a form of communication for young children. By using the information that we have carefully observed we are able to respond appropriately on an individual basis, promoting positive interactions, enabling children to succeed and feel good about themselves.

Supporting the child may involve setting up an individual education plan (IEP) with specific targets related to behavior (see Special Needs Policy) It will involve considering an "iceberg"

approach, looking into what the underlying causes are. This may be a specific need e.g. ASD, ADHD, Attachment, etc. Support from outside professionals maybe sought as appropriate.

Strategies

The child is at the centre of any planned strategy. They will always be treated with respect and dignity and consideration made to their needs. We recognize that children with challenging behavior al needs require adults to be resilient, caring and considerate.

Interventions used to support children’s behavior will be consistently used through the Kindergarten Department to help to reduce anxiety so that children can focus on learning.

We adopt “Conflict Resolution” as our approach to dealing with everyday challenges that children face (see Appendix 1). Other strategies include the traffic light system and Dojo Points to encourage positive behavior.

All students have ‘key adults’ whom they are assigned (the class teacher and teaching assistants) enabling trusting relationships to be developed and to ensure children feel safe in school.

Where Conflict Resolution does not support a child adequately to make progress, adults will draw upon their professional skills and judgement to employ a range of appropriate strategies which may include developing a bespoke program as part of a child’s Individual Education Plan. The advice of outside professionals may be sought to support this work. Parents will be at the heart of this process.

Examples of behavior which we consider extremely serious: -

- Inappropriate touching
- Biting other people
- Threatening behavior s
- Persistently hurting others

Our actions will reflect the severity of the incident, but we will manage the behavior without being blameful or punishing the child. Our intervention may include one or more of the following: -

- Provide positive alternative choices
- Use clear assertive Intervene early
- Distract the child from the situation
- communication; (Be mindful of, “Be strong with your gentleness and gentle with your strength.”)
- Supporting the child with a “time out” (if deemed appropriate for the child and the situation)

- When emotions have subsided encouraging the child to consider to the hurt they have caused
- Restraining or holding them if they are a danger to themselves or others (see below for physical intervention guidelines)
- Seeking support from the Team Leader or SLT
- In certain circumstances we may phone the parents and request that they collect their child
- Access to sensory experiences to support possible “over-provocation”, e.g. through the use of the sensory room or the “calm corner”.
- Provide a “de-brief” time e.g. provide a routine repetitive activity, quietly talk through what happened, help the child to “repair” and reassure the child of continued connection with you.

Children who display challenging behaviors regularly will have an individual Education plan to support them. This will be created following analysis of their behavior and will be supported by the SENCO.

Visible Consistencies

Visible Consistencies are behaviors and expectations that all staff promote and expect of all students, all the time. These expectations are the same across all classrooms.

Our ASCS Behavior Blueprint

Our 3 Rules:

- Be Ready
- Be Respectful
- Be Safe

The ASCS Visible Consistencies:

- We meet & greet
- We follow up
- We model positive behavior
- We notice and reward positive behavior
- We support through being calm and consistent

Reward & Recognition:

- Merit points
- Positive phone call home
- Student of Week Award
- Award assemblies

Relentless Routines:

- Strict implementation of homeroom sessions with homeroom teacher consistently implementing high quality session
- Expectation of students to be in full uniform and as homeroom teacher following up till this is achieved
- Positive hallway behavior with students in line when moving and walking around school
- All devices are connected to school's MDM

Stepped Sanctions:

- Reminder
- Conflict Resolution
- Behavior Plan

At ASCS we believe everyone has the right to be safe. Feelings are feelings but behavior is chosen.

Scripts for Conversations

30 Second Script for giving a reminder

I've noticed that.....

It was the rule about being ready / respectful / responsible that you've broken.

You have chosen to.....

Remember last week / yesterday / last lesson when you.....(discuss and frame positive behavior)

That's the (child's name) I need to see now.

Thank you for listening.

Restorative Conversations

1. What happened?
2. What were you thinking at the time?
3. How does this make people feel?
4. Who has been affected?
5. How were they affected?
6. What could we do to put this right?
7. How can we do it differently in the future?

De-escalation Script

Name.....

I can see something is wrong.

I am here to help.

Talk and I will listen.

Come with me and

Roles & Responsibilities

At ASCS, we expect a consistent approach to behavior management from all staff. Staff are responsible for promoting and upholding Visible Consistencies.

Promoting good habits of behavior around the school is the responsibility of all staff, teaching and non-teaching. All staff should expect and enforce good behavior around the school and should lead by example. All staff are responsible for reminding students about social distancing rules.

Homeroom Teachers

Homeroom teachers play a pivotal role in the life of the students at the School. The homeroom teacher is the person who should know their students the best. Homeroom teachers should:

- Establish positive relationships with their tutees
- Recognize and reward success
- Support and encourage efforts made
- Intervene when students need extra attention
- Manage behavior effectively to ensure a good and safe learning environment
- Set high expectations which inspire, motivate and challenge students
- Establish a safe and stimulating environment rooted in mutual respect
- Demonstrate consistently the positive attitudes, values and behavior which are expected from students
- Consistently use the clear rules and routines for behavior in the classroom, and take responsibility for promoting good and courteous behavior both in the classroom and around school in accordance with this policy
- Teachers must have high expectations of behavior and should utilize a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to a students' needs in order to involve and motivate them
- Seek advice from the social worker and/or support teachers for in-class observations and coaching strategies in efforts to tailor approach to match a student's needs.
- Maintain good relationships with students, exercise appropriate authority and act decisively when necessary
- Encourage students to take a responsible and conscientious attitude to their own work and studies
- Promote a love of learning and a students' intellectual curious

Non-Teaching Staff

The role of non-teaching staff is central to the life and work of students in the school. All non-teaching staff should expect and insist on high standards of behavior and respect from students, inside and outside of classrooms. Non-teaching staff should also model high expectations of behavior.

Leaders

Leaders are responsible for establishing a calm, purposeful and orderly environment, where a high standard of student behavior is the expected norm. Leaders should have a high profile around the school always.

All Leaders in the School have a responsibility for maintaining expectations which inspire, motivate and challenge students. Leaders do this by embedding Visible Consistencies across the school

Conflict Resolution

The Kindergarten Department uses a behavior management tool called 'Conflict Resolution' which originates from the 'High Scope' pedagogy. It underpins everything we do in school & all staff have regular training to refresh their skills.

'The High Scope Curriculum recommends a preventative approach to child behavior problems in which team members work to avert difficulties and conflicts by creating a supportive classroom environment and an orderly daily routine.'

'When prevention fails, we advise adults to help children resolve their own conflicts and frustrations through problem solving rather than through adult-imposed control or punishment. The goal of this approach is to help children become aware of how their own actions affect others and of how the choices they make can help them overcome difficulties and conflicts.'

Six Steps in Conflict Resolution

Children with challenging behavior can learn the following six-step process to resolve conflicts with other children, but you will need to use the steps below with extra patience and persistence. Note that each step is also a general interaction strategy that can be used in many situations to encourage positive behavior.

1. **Approach calmly, stopping any hurtful actions.**
2. **Acknowledge children's feelings.**
3. **Gather information.**
4. **Restate the problem.**
5. **Ask for ideas for solutions and choose one together.**
6. **Be prepared to give follow-up support.**

Working together with Parents

Parents are an integral part of our setting. We will work closely with all our Parents in implementing our school's Behavior Policy.

We aim to:

- Share our behavior policy with all parents as children settle into school asking for their thoughts & comments.
- Discuss with parents any aspect of their child's behavior which is causing concern.

We would encourage parents to:

- Communicate any significant changes in circumstances that may affect their child's behavior in school, e.g. a new baby, moving house, bereavement, divorce, separation & hospitalization
- Reinforce expected behavior to their child by talking to him/her when at home.
- Support staff in implementing the school's behavior policy.
- Share the strategies used at home