



DANESMEAD, FULFORD CROSS,

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YORK STEINER SCHOOL

SUPPORTING POSITIVE BEHAVIOUR IN EARLY YEARS

It is important to recognise that children develop at different rates and in different ways. In Kindergarten the teachers continually work to support the healthy development of social behaviour by creating a culture of kindness and respect, by modelling positive interactions at all times and by reflecting our Golden Rules.

- Be kind
- Be safe
- Be helpful

The daily rhythm provides the children with the security of knowing what to expect and the clarity of knowing what is expected of them and thus provides an overall sense of feeling safe and secure.

Challenging Behaviour

Most children experience social difficulties at some time in their development. There are many ways the teachers support the children when their behaviour does not reflect our Golden Rules. These include;

- To closely observe the child, make written observations and seek to understand what the child is communicating through their behaviour.
- To make adjustments to the environment, rhythm etc to address possible reasons.
- To gain the child's attention with a look, gesture or a word to communicate that the behaviour has been noticed.
- To redirect the child to a new activity or focus.
- To remove the child from the situation and engage them in an adult-led activity. This provides a clear boundary for the child and stops the inappropriate behaviour, re-focusses the child's attention and enables them to work positively with an adult.
- Other strategies may be employed depending on the age of the child, for example, movement breaks, 1-1 time with the teacher, therapeutic stories, differentiated activities etc

If a child's behaviour requires more attention than can be achieved by the daily efforts described above the following approach may be taken.

- A meeting will be set up with parents to discuss concerns and seek advice. This may also involve the SENDco if it is felt appropriate.
- A child study will be carried out to closely observe the child
- The teacher will draw up an Assess Plan Do Review (APDR) document which will be shared with parents. This will be reviewed regularly and progress recorded. In some cases, a revised APDR may be drawn up to reflect changing needs/ progress made.
- For most children these strategies will support them to make the necessary progress to enable them to access the kindergarten curriculum. However, if this is not the case teachers, in consultation with parents and the school SENDco, may recommend the involvement of other professionals for example, Speech and Language Therapists or Educational Psychologists. In these cases, we may decide to complete a My Support

Plan which will provide a detailed picture of the child's difficulties and will contain contributions from other professionals.