



## Dunedin Rudolf Steiner School and Kindergarten



### BEHAVIOUR MANAGEMENT POLICY

The Dunedin Rudolf Steiner School Board of Trustees and the Kindergarten are committed to providing an emotionally and physically safe environment in order to foster the children's wellbeing and development.

To facilitate successful learning and appropriate behaviour in the school and kindergarten clear rhythms and routines are established in the classroom and outdoors. Teachers strive to create a supportive and affirmative environment for all children. At the our school and kindergarten;

- a. Every child is given respect and dignity; and
- b. Every child is given positive guidance promoting appropriate behaviour, with regard to the child's stage of development; and
- c. Blame, harsh language, and belittling or degrading responses will not be used with our children; and
- d. Children are given guidance and control ; but no child receiving guidance and control is subjected to any form of physical ill-treatment, solitary confinement, immobilization, or deprivation or food, drink, warmth, shelter, or protection. (Early Childhood Centres, Regulations 1998, 33.)

#### **Behaviour Management Policy Refers to:**

**DOPs: 1a, 1c, 5a, 5b**

**Kindergarten Procedures**

**NAG 5 part 1**

**School Procedures**

Date: June 2007

Date of Review: May 2010

Approved: .....

Board of Trustees Chairperson    Kindergarten Management

## **Behaviour Management Procedure**

School and kindergarten staff should be aware of the behaviour and personal relationships among the school and kindergarten children.

Signs of a 'behavioural problem' may include:

- a. acts of violence
- b. constant disturbing of play of other children
- c. a withdrawn stance ... remaining uninvolved
- d. verbal, physical, emotional abuse

Guidelines:

1. The problem and those involved is identified
2. Teachers will listen to each individual's point of view and interpretation of the issue
3. Actions taken by the teacher may include;
  - a. provide closer contact as appropriate
  - b. provide reassurance
  - c. divert the child into positive activities
  - d. look for positive, caring ways of relating
  - e. initiate turns or sharing if the children cannot come to an agreement without help
  - f. remove child from conflict area if necessary for children's welfare.
4. The teacher will address any ongoing problem in the College of Teachers Meeting (weekly) or informally with another staff member at an earlier opportunity.
5. The teacher will talk with parents/whanau/caregivers to
  - a. let them know of ongoing difficulties at kindergarten or school
  - b. find out any relevant home-based factors that may be disturbing the child
  - c. offer support to parent if behaviour is a problem at home (eg. importance of clear bounds, consistency, warmth, objective stance, 'the behaviour' is not wanted; not 'the child' ...

If the problem behaviour does not resolve, then:

6. The teacher may introduce the child for discussion into the Child Study section of the College of Teachers meeting.<sup>1</sup>
7. The teacher pursues a meditative approach to the child's problem (viewing in the evening, reviewing in the morning).
8. After discussion with the College of Teachers the Teacher will refer the child with parents/whanau/caregivers consent, to an appropriate specialist e.g. Group Special Education, Public Health Nurse.
9. Refer to Stand down procedures

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<sup>1</sup> Refer to Child Study document