



## Behaviour Policy 2024-2025

### Bedford Kindergarten

#### Objectives

**Building Positive Relationships:** Our aim is to cultivate an inclusive environment that promotes kindness, respect, and cooperation among all students.

**Encouraging Self-Discipline:** We strive to guide children in developing self-discipline and recognizing the consequences of their actions.

**Supporting Holistic Growth:** Our focus is on nurturing the emotional, social, and cognitive development of children through the reinforcement of positive behaviour.

**Prioritizing Safety and Well-Being:** We are dedicated to creating a safe and supportive atmosphere where every child feels secure and valued.

#### Overview of Behaviour Policy

At Bedford Kindergarten, we recognize that positive behaviour stems from nurturing relationships, clear expectations, and effective guidance. Our behaviour policy encourages children to respect themselves, others, and their environment while fostering responsibility and empathy.

#### Objectives

- To establish a positive and safe learning space for every child.
- To promote values of respect, kindness, and cooperation among students.
- To encourage the development of self-discipline and thoughtful decision-making.
- To help children understand how their behaviour affects others and the wider community.

#### OUR VISION –

##### **Nurture the Tiny Minds; Cherish the Future.**

Our vision is to create a nurturing environment where young minds are cherished, cultivated, and prepared for a promising future. We believe in the potential of every child and are committed to providing the support and opportunities they need to thrive.

## Guiding Principles

1. **Positive Reinforcement:** We believe in celebrating good behaviour by recognizing and rewarding positive actions. Praise is an essential tool for reinforcing behaviours such as kindness, cooperation, and responsibility.
2. **Clear Expectations:** Children are informed about behavioural expectations through straightforward and consistent rules that reflect our community values:
  - Be kind and respectful to others.
  - Take care of our belongings and environment.
  - Listen and follow instructions.
  - Use gentle hands and words.
3. **Modelling Positive Behaviour:** Our staff at Bedford Kindergarten exemplify positive behaviours, such as patience, empathy, and active listening, to help children understand and replicate these actions.
4. **Consistent Routines:** A structured environment with predictable routines helps children feel secure and comprehend the expected behaviours in various settings (e.g., classroom, playground, lunchroom).
5. **Problem-Solving Approach:** When conflicts arise, we encourage children to reflect on their feelings, consider the consequences of their actions, and collaboratively find peaceful resolutions through guidance and discussion.
6. **Restorative Practices:** When a child demonstrates challenging behaviour, we prioritize repairing relationships and understanding the effects of their

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actions rather than imposing punishment. Age-appropriate discussions help children take responsibility and work towards positive change.

### **Behaviour Management Strategies**

1. **Verbal Reminders:** Staff will provide calm, clear, and direct verbal cues to remind children of appropriate behaviour. Gentle corrections will be offered as needed.
2. **Time-In and Reflection:** If a child needs to calm down or reflect on their behaviour, they will have a short, supportive “time-in” with a staff member to help process their emotions and discuss alternative behaviours.
3. **Conflict Resolution:** For conflicts between peers, staff will facilitate structured conversations, encouraging each child to express their feelings and collaboratively find solutions.
4. **Parent Communication:** If behavioural concerns persist, we will involve parents or guardians in a collaborative approach to support the child. Regular communication ensures alignment of strategies at home and school.

### **Unacceptable Behaviour**

While we understand that young children are still learning social norms and self-regulation, the following behaviours are considered unacceptable and will be addressed promptly:

- Physical aggression (e.g., hitting, biting)
- Bullying or exclusion of others
- Intentional damage to property

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- Persistent refusal to follow instructions
- Unsafe behaviour that risks the safety of themselves or others

In such cases, the following steps will be taken:

- **Immediate Intervention:** The child will be guided to stop the behaviour, and if necessary, removed from the situation.
- **Discussion and Reflection:** The child will discuss the incident with a teacher, reflecting on their actions and considering better choices.
- **Parental Involvement:** For repeated incidents, parents will be notified and involved in creating a consistent behaviour management plan.

### **Encouraging Positive Behaviour**

We promote positive behaviour through:

- **Star/Sticker Charts:** Children earn stickers for showing kindness, cooperation, and good listening skills.
- **Celebration of Success:** Regular praise during circle time and recognition of positive contributions.
- **Classroom Responsibilities:** Assigning small tasks (e.g., line leader, tidy-up helper) to foster a sense of responsibility and belonging.

### **Conclusion**

At Bedford Kindergarten, our behaviour policy is rooted in respect, empathy, and growth. By collaborating—children, teachers, and parents—we aim to create an environment where every child feels secure, confident, and ready to flourish.

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