



Behaviour Policy

2017-2018

Purpose: To ensure the safety of students and staff and to promote positive behaviour, guidance and respect for people and property

Little Village Kindergarten believes in the importance of setting clear and appropriate expectations of accepted and good behaviour for children to help develop their academic, social and mental growth. Following are some behaviour guidelines for students, teachers and parents to ensure a smooth running of the educational process.

- Promoting and demonstrating positive behaviour is a mutual responsibility between school and home.
- Parents should partner up with teachers to identify and correct unacceptable behaviour.
- Staff members are expected to model behaviour that they would expect from the children.
- Children need to learn to consider the views and feelings, rights and needs of others and it is very important for them to understand the impact of their behaviour on people, places and objects. In order to ensure this developmental task parents and teachers should work together to set positive example for our students.
- At Little Village Kindergarten, we encourage positive behaviour by praising students and acknowledging their positive action and attitude. This can be through class award charts and special assemblies.
- Students' achievements and accomplishments (academic and behaviour) can be also checked through the students' daily planners and through the merits and de-merits sheets.

Types of Acceptable and Unacceptable behaviours:

Acceptable Behaviour	Unacceptable Behaviour
Respecting and caring for others	Hitting / kicking
Sharing and taking turns	Moving inside the Kindergarten without permission
Being co-operative	Spitting / biting
Being polite and friendly	Pinching / pushing
Participating in activities	Swearing / using bad language
Listening and following instructions	Throwing objects at others or on the floor
Helping others	Bullying (verbal or physical)
Using appropriate social language	Disturbing others in the class/during circle time
Quietly sitting in class/circle time	Refusing to take turns in the playground



Forms of positive reinforcement and rewards for their accomplishments and good behaviour:

1. **Verbal praise:** it consists of complimenting students when they behave in a way that is positive. Using expressions like: “Excellent Work, Good Job, Well done....”
2. **Certificates:** Award Certificate, Appreciation Certificate, Student of the Day/Week/Month/Term Certificates Can be awarded to students throughout the year.
3. **Symbolic rewards:** are rewards in the form of objects that represent exemplary performance of character or achievement. The most common form of symbolic reward is the gold star(stickers), the inclusion of the student's name or photograph on a bulletin board or poster
4. **Activity rewards:** such as getting to be line leader or being the teacher's helper, being a team captain during activities
5. **Tangible rewards:** tangible reward is a prize for positive behaviour or achievement, and includes items such as toys, school supplies or other physical objects.
6. **Sweets, candies and chocolates are not allowed as rewards.**

Types of Consequences for inappropriate behaviours which ARE NOT ALLOWED

- Physical, verbal or emotional punishment.
- The child being isolated (left alone) for any length of time.

When unacceptable behaviour occurs staff will:

- Talk to the child about the behaviour and explain why it is unacceptable behaviour
- Redirect the play or the child, reinforcing safe practices
- Withdraw the child from the area and offer other choices
- If unacceptable behaviour continues a “thinking time” may be used. (The amount of time out is one minute of time for each year of age of the child). The child will have some activities to do during this time to help him think over his behaviour and think of ways to correct it.
- If the unacceptable behaviour is repeated the staff, in consultation with the parents, will design and implement strategies to manage the behaviour. Unacceptable / dangerous behaviours which are repeated or prolonged require careful investigation. **If the plan devised fails due to lack of cooperation from the student or the parents, the school will refer to the authorities of the state of Qatar for example, Ministry of Education and Higher Education and others.**

I, parent of _____ read and will abide by the above detailed Policy.

Parent/Guardian Name: _____

Signature: _____

Date: _____

Contact #: _____