Behaviour Management Policy

Behaviour is seen as an expression of feelings or an attempt to meet underlying needs. We need to be aware of what the child is trying to communicate, validate the child's feelings, and deal with the underlying problem as well as guiding the child towards more appropriate ways of communicating needs and interacting pro socially with others. Staff will teach, reinforce and model positive behaviours rather than imposing consequences for undesirable behaviours. Staff will model appropriate styles of interaction and appropriate responses to conflict resolution. Each child's level of development, needs and cultural context will be considered and expectations will be matched to these. Learning how to manage feelings occurs in the context of positive relationships and time spent affirming each child, and is the basis of our behaviour policy. The staff of Stirling East Kindergarten believe that behaviour management involves teaching children how to deal positively with problems and how to make positive choices. This philosophy guides our behaviour management policy, and includes components of positive recognition, clear and consistent expectations and guidelines, and fair and relevant consequences.

All children have the right to feel:

- Valued
- Happy
- Confident
- Safe
- Special
- Welcomed
- Secure
- Respected
- Supported
- Unique/Accepted
- Trusted

In general for inappropriate behaviour:

1. Talk with the child, validate feelings, talk about how other child feels. Suggest solutions or help child to suggest solutions- protective behaviours.
2. If unacceptable behaviour continues, quietly remove child to another activity.
3. Time in with staff member if necessary- not time out.
4. Children with ongoing behaviour problems will have a special plan tailored specifically for them in consultation with the parents. May be referred for specialised help.
At Stirling East Kindergarten we believe that-

- Our kindergarten facilitates the development of life skills and competencies in kindergarten children.
- Our safe, caring environment enables us to provide a challenging, enriching program of experiences where children are allowed to develop and learn through play, according to their individual needs.
- That each child is an individual and unique and we value their families and their diverse backgrounds and experiences.
- Optimum learning and development occurs where staff, parents, carers and children work together in partnership.
- All children, parents and staff have the right to be safe.
- We accept that children feel angry, frustrated and upset at times, and need to help express those feelings appropriately.
- Children's behaviour is a form of communication and is purposeful.
- Staff are mindful of factors that influence children's behaviour - time of the day, food, temperament, personality, abilities, experiences, culture and family context.

The behaviours which will be encouraged -

- Keeping safe.
- Sharing and taking turns.
- Expressing feelings appropriately.
- Respecting and caring for others and their space.
- Listening and following instructions.
- Looking out for others.
- Observing and respecting.
- Helping each other.
- Using appropriate social language
- Participating in activities
• Being polite
• Moving safely
• Being friendly
• Appropriate hygiene.

**The ways we maximise positive behaviours**-

• Role modelling.
• Use of positive language and praise children.
• Learning environment is safe and well supervised (children can only play outside when there is a staff member present).
• Use of explicit teaching to optimise children’s behaviour.
• Help children to recognise and articulate their feelings.
• Being consistent.
• Providing opportunities for children to take risks and experience success.
• Encouraging.
• Respecting and encouraging children’s voice.
• Communication with parents.

**The behaviours which are not appropriate**-

• Punching, hitting, pinching, biting and kicking (physical harm).
• Throwing things inappropriately.
• Emotionally or socially hurting (not being my friend, hurting others feelings, putting someone down).
• Bullying.
• Inappropriate use of equipment.
• Verbally hurting - name calling and swearing.
• Running inside.

**The ways we minimise challenging behaviour**-

• Staff work together as a team, using a consistent approach- plan, discuss, implement, monitor and review strategies for managing behaviour.
• Discuss safety in the kindergarten with the children establishing rules and expectations.
• Children to verbalise to others to resolve issues- listen and to be aware of the rights of others.
• Talking through the problem with the child providing other options and appropriate behaviour for future situations.
• Offer choices and redirect the child’s play.
• Adults to work alongside to model appropriate behaviour and discuss consequences or choices.
• Remove from the play situation if behaviour continues.
• Provide quiet thinking time away from the play for the child to reflect.
• We will always emphasise that it is the behaviour that is inappropriate not the child.
• When unsafe behaviours are repeated, kindergarten staff will document the behaviour and inform the parent. Staff will then develop a Behaviour Plan or Learning Plan in consultation with parents and DECD (Department of Education and Child Development) support services.
• Challenging behaviour may require specialist support and we have access to DECD support services.
Discussion about safety, rules, procedures and expectations occurs at the beginning of each term. Use a pictorial/visual approach to help illustrate positive/desirable behaviour.

Reinforce with children the use of Protective Behaviours language (“stop it I don’t like……” or “stop you are hurting my feelings.”) to help them deal with situations.

Reminders to children when behaviour becomes inappropriate.

Encouraging children to take responsibility for their actions and their safety.

Encourage children to seek staff when needing help or/and reassurance.

This policy will be included in the Parent Information Booklet which is given to all new families. It will also be on the kindergarten website.

Staff will follow up with parents regarding behaviour concerns.

Parents will be involved in the development of their child’s Behaviour Plan or Learning Plan.

Confidentiality will be observed in all discussions with parents and in exchange of information to other agencies.

Support their child’s regular attendance.

Talk to staff about any changes in the child’s life or behavioural issues.

Inform staff of effective and positive strategies used at home.

Support the kindergarten’s Site Behaviour Code.

Provide information/reports that will assist staff and departmental staff with developing programmes to help with the child’s learning.

Training and Development in this area when available.

New staffs are involved in an induction process and this will be part of this process.

Regular fortnightly staff meetings.

Staff and parents will review the Site Behaviour code yearly.

Modelling acceptable behaviour, interactions, problem solve and negotiate.

Maintaining consistency with the code.

Staff will reflect and share information with parents regarding behaviour support and practises.

Staff will contribute to the development and implementation and review of the site code.

**Informing children**

**Consulting and informing parents**

**How parents can help support the Site Behaviour Code**

**Informing staff**

**How staff can help support the Site Behaviour Code**

**Reviewing the Site Behaviour Code**

All staff and the site manager will be involved in all review processes.

Governing Council and parents will be given opportunities to contribute to the development and review processes of the Site Code.

The Site Code must consider the cultural and social diversity of the community.

The Site Code will be review annually in March.

Reviewed June 2014

Director

Chairperson