

Salisbury Park Kindergarten

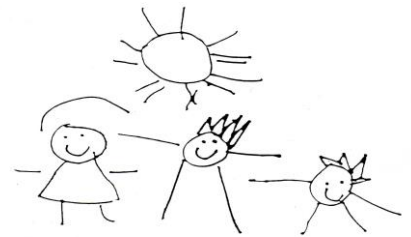
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Behaviour Management Policy

At Salisbury Park Kindergarten we keep ourselves safe, keep others safe and keep the kindy environment safe.

We believe that everyone has the right to feel safe all of the time.

Children learn best when they experience success and have positive self-esteem.

We accept that at times, children feel upset, angry and frustrated and will learn ways to express these feelings appropriately.

Educators and parents will share responsibility to create a safe, secure environment for children.

We will be consistent with expectations and consequences and model appropriate behaviour.

Strategies will address the needs of individual children, including those with additional needs.

Encouraged Behaviour

Respecting and caring for others
Sharing, collaborating and taking turns
Being co-operative
Actively participate in activities
Being friendly, polite and using manners
Listening, helping
Demonstrating Self-control
Using appropriate words eg "stop I don't like it when ..."
Valuing other people's property
Being resilient
Taking responsibility for own behaviour
Using positive language - greeting others
Walking inside
Washing hands before eating/after toileting

Unacceptable Behaviour

Name calling and teasing
Excluding others
Threatening others, bullying
Hitting, Kicking, pinching, biting and spitting
Swearing, yelling
Inappropriately throwing objects
Disrespecting other's work or property
Ignoring adult's requests
Avoiding or disrespecting group norms
Deliberate withdrawal or refusal to participate
Climbing fences/gates
Breaking trees
Running inside

Ways we maximise positive behaviours

Positive, fair and caring behaviour is reinforced with all children by adopting the language of 'We care for ourselves, We care for others and We care for the kindy environment'.

Out timetable is designed to allow children long periods of uninterrupted play time.

Children are encouraged to choose activities that interest them.

Children are encouraged to accept responsibility for their own behaviour and to problem solve appropriately.

Behaviour expectations are consistently shared.

Educators model appropriate behaviour, are fair, patient and value children as individuals.

Educators will help children recognise their feelings & problem solve ways to manage them appropriately.

Positive social skills are acknowledged and enhanced through the implementation of specific programs. Eg. 'You Can Do It' Program, 'Child Protection Curriculum'.

An atmosphere of acceptance, respect and trust is created by treating all members of the community (children, families and educators) as valued individuals.

P.T.O

Ways to minimise unacceptable behaviours

A gesture or expression may be a starting point.

Ignoring behaviour when there is no risk to others.

Provide a distraction for unacceptable behaviour.

A verbal warning, clearly stating the inappropriate behaviour and consequence if continued

Redirect the play of the child or give a choice of 2 play areas.

If unacceptable behaviour continues

Child will be redirected away from area, with support from a staff member.

When child is calm, the behaviour can be discussed, feelings acknowledged and positive alternatives problem solved. Child will be assisted to re-engage in appropriate play.

Families will be notified of situation, intervention and outcome.

Managing Significantly Challenging Behaviour

Defined as :

- *Any behaviour that is not effectively managed by the above Behaviour Management Strategies*
 - *Ongoing unacceptable behaviour which puts the child or others at risk of significant injury or harm.*
 - *Ongoing destruction or damage to equipment, property or facilities.*
 - *Unsafe, dangerous or violent behaviour that significantly impacts on the safe workplace/environment and wellbeing of others.*
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1. Educators will document behaviour and attempt to identify and minimise triggers.
 2. An Individual Behaviour Support Plan will be developed in consultation with family & support agencies to manage behaviour where possible.
 3. Ongoing communication with families to share current issues, concerns, incidents & strategies being used to manage behaviour.
 4. Communication with DECD & other relevant Support Services to access appropriate support for centre, child & family.
 5. Family may be required to collect child from centre where continual, repeated unacceptable behaviour is occurring which is impacting on the safe workplace/learning environment and wellbeing of others.