BARMERA KINDERGARTEN

BEHAVIOUR POLICY

Links to National Quality Standards

Quality Area 5: Relationships with Children.

5.1.3. Each child is supported to feel secure, confident and included.
5.2.2. Each child is supported to understand how their own actions affect others, manage their behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
5.2.3. Our guidelines preserve the dignity and rights of each child at all times.

Policy Statement

1. The learning environment supports children to be successful in developing appropriate behaviours
2. Children’s behaviour is supported using a positive approach
3. Children’s behaviour is supported in partnership with families. Staff and parents need to share responsibility, being consistent at all times, creating a safe, secure environment for all children, and modelling appropriate behaviour. The preschool environment is inclusive, supportive of learning and free from harassment and bullying
4. All parents / carers will be notified of this policy

Rationale

At Barmera Kindergarten we believe that

- Everyone has the right to feel and be safe all the time. The preschool environment is safe.
- Children learn best when they experience success and have positive self-esteem.
- Children’s behaviour is a form of communication and is purposeful. Children’s capacity to choose appropriate behaviour is influenced by their developmental ability, temperament, interactions, life experiences and environmental factors.
- Behavioural expectations are explicit and take into consideration children’s culture, age, stage of development, life experiences and the context of the setting. Consequences for appropriate and inappropriate behaviour are logical.
- Recognition that parents are significant educators of the child, and acknowledge that a partnership between parents and staff will lead to the most effective learning

Strategies Practices and Procedures

<table>
<thead>
<tr>
<th>We will support and encourage these ACCEPTABLE BEHAVIOURS</th>
<th>We will discourage these UNACCEPTABLE BEHAVIOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect and caring for each other</td>
<td>Kicking / hitting / pushing</td>
</tr>
<tr>
<td>Sharing and taking turns</td>
<td>Shouting</td>
</tr>
<tr>
<td>Being cooperative</td>
<td>Spitting / biting / scratching</td>
</tr>
<tr>
<td>Listening</td>
<td>Swearing</td>
</tr>
<tr>
<td>Helping</td>
<td>Bullying / name calling</td>
</tr>
<tr>
<td>Using appropriate social language</td>
<td>Speaking unkindly or rudely</td>
</tr>
<tr>
<td>Participating in kindergarten play activities</td>
<td>Throwing resources / sand</td>
</tr>
<tr>
<td>Respecting other people’s property (including something they have made or built ) Caring for equipment.</td>
<td>Violence based on war toys / guns etc (please discourage children from bringing these to the centre it is a NO GUN ZONE)</td>
</tr>
<tr>
<td></td>
<td>Destruction of property ( including plants and trees)</td>
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</tbody>
</table>
When we observe unsafe unacceptable behaviour occurring deliberately we will talk about safety in the kindergarten and then use one, or a combination of the following strategies.

**To promote acceptable behaviour we:**
- Set clear goals and consistent rules/limits that are simple and suitable for the age group.
- Give children the positive behaviour we expect first e.g. Please walk inside. Remind children of the right of everyone to be safe at kindergarten at all times.
- Help children learn to recognise and express their feelings in an appropriate way. Include strategies that can be used to help children communicate their feelings.
- Help children realize the consequences of their behaviour – limits to behaviour will be clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way, building on children’s strengths and achievements.
- Help children solve their problems in a non-threatening way. We encourage and support children, offer solutions to conflict in a positive way.
- Redirect or change the play environment to make play safer, and we give children simple reasons for this.
- Let children know as often as possible that they have behaved in an acceptable way. We use smiles, handshakes, verbal praise or stamps/stickers and activity rewards as soon as possible after the behaviour.
- Model the behaviour we want, as children will copy adults.
- Use books/songs/games/puppets to promote acceptable behaviour.

We will not tolerate any form of corporal punishment or inappropriate language.

**If unacceptable behaviour continues, we may respond by**
- Ignoring the behaviour if it isn’t affecting others.
- Encouraging and reinforcing appropriate behaviour
- Assisting in the development of problem solving and communication skills
- Setting limits where safety is an issue
- Redirecting to another activity
- Use ‘calm down time’ or ‘time away’ or ‘time in’.

Time away / time in will be carried out by staff (not volunteers or students.) Children may be asked to sit and calm down for a short period of time in order to keep other children and staff safe, and to allow the child time to calm down.

- Informing parents.

The child will be given specific feedback about their behaviour and what behaviour is expected next time. Parents will be informed if there is a pattern of unacceptable behaviour. We will then endeavour to work with the child, family and staff to promote acceptable behaviour.

Support (including referral for Support Services as required) will be offered and information to parents and children who may need additional help with behaviour management.

**Measuring tools:**
- Review of Behaviour Management Plans with families and staff

**Links to other Policies**
1. Child Protection Curriculum Policy
2. Behaviour Support Policy for Early Childhood Services
Sources

1. National Quality Standards 2011
2. Early Years Learning Framework- Belonging Being Becoming
3. Reflect Respect Relate

Policy Created Date:
12/4/2012

Policy Review Date:
12/4/2015

Approval signatures
Governing Council