Solomontown Kindergarten

Behaviour Management Policy

At Solomontown Kindergarten, we are committed to providing quality teaching, learning and care in an environment where children feel appropriately challenged while still feeling safe and nurtured.

Part of this provision involves a consistent and positive approach to behaviour management, which cares for the needs of the individual child and the well-being of the larger group.

SOME KEY IDEAS UNDERPINNING THIS POLICY:

- All children and adults should be treated with respect at all times.
- Children will be encouraged to accept responsibility for their own actions/behaviour according to their developmental level.
- Everyone has the right to feel safe.
- Equipment will be used appropriately and safely.

THE GOALS OF BEHAVIOUR MANAGEMENT are to enable the child to:

- See the possible consequences of their behaviour
- Explore alternative behaviours
- Make choices
- Develop self discipline
- Establish habits of self control
- Become increasingly independent
- Take responsibility for their behaviours
- Learn new behaviours

THE CENTRE WILL:

- Provide a physically and emotionally safe environment free from harassment and bullying
- Provide a nurturing environment that promotes a sense of belonging and self worth
- Recognise and value children as individuals within the context of their family
- Provide opportunities to extend children's developmental level and build their confidence to meet new challenges
- Work with parents to develop and implement policies and strategies.

Reviewed
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THUS STAFF WILL:
- View behaviour, both verbal and non-verbal as a form of communication
- Make behavioural expectations explicit in terms of appropriate and inappropriate behaviour
- Reject the behaviour, not the child
- Reinforce positive behaviour rather than punish undesirable behaviour
- Take reasonable care to protect children from foreseeable risk of injury as their ‘duty of care’ to all children
- Model appropriate behaviour
- Respond quickly and directly to the children
- Give children choices when appropriate (on the understanding that sometimes it is not appropriate to give a choice)
- Use consistent management practices
- Use positive techniques/reinforcement, redirection/distraction, and early intervention to avoid conflict
- Teach communication and problem solving skills that encourage self awareness and self discipline
- Remember the principles of Protective Behaviours
- Remember that corporal punishment is a violation of the basic human rights of the child

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR:
1. Conflicts during play will be resolved by staff helping the children to:
   - state the problem
   - become aware of theirs and others feelings
   - understand the consequences of their actions
   - think of alternative solutions.

2. When children hurt themselves, other children or staff, or destroy property staff will:
   - remove the child from the situation
   - acknowledge feelings (theirs, others and yours)
   - Discuss feelings, rules and appropriate ways to solve problems
   - Redirect to another activity.

3. If children continue to behave in an inappropriate manner staff will:
   - warn the child
   - remove the child
   - ‘thinking time’ - 1 minute per year of age of child
   - encourage the child to reflect on the consequences of his/her behaviour
   - discuss appropriate ways to solve problems
   - inform the family, and discuss ways of working together to support the child in a positive and consistent way
- call parents and ask them to remove their child if he/she is endangering him/herself and/or other children & staff by uncontrolled violence

**Note: it is acknowledged that unacceptable/dangerous behaviours which are repeated or prolonged, require careful investigation and may require advice from Special Services Staff**

**Consequences for inappropriate behaviours** must reflect the dignity and rights of the child. They must always be used as part of a comprehensive behavioural approach with the focus on encouraging and reinforcing appropriate behaviours. They will never include physical, verbal or emotional punishment or any punishment that frightens, humiliates or threatens the child. It will not result in the child being isolated for any length of time. Withdrawal from the group may be used for dangerous or unacceptable behaviour, but a staff member will still supervise the child.

**SEPARATION**
- Encourage the parent to do one or two activities with their child
- Then tell the child they are leaving, and do so promptly
- A staff member will keep the child busy by redirection to activity or distraction
- Encourage the child to find a friend or keep busy
- Avoid the child staying attached to the staff person for the remainder of the session. Remember our aim is for the child to be independent and make friends.