



Thorndon Park Kindergarten

Behaviour Management Policy

We believe:

Behaviour is part of a cycle: We think – we feel – we behave

We all have the right to feel safe.

We can help ourselves by talking to people we trust.

A respectful environment facilitates the rights of children and teachers to learn and teach.

A partnership between staff, children and their families is crucial. We share the responsibility for modelling appropriate behaviours and sharing relevant information with each other.

Early behaviour intervention is effective in preventing and minimizing the development and long term effects of ongoing challenging behaviours.

Strategies must address the needs of individual children, including those with disabilities, developmental delay, gifted development and children with special emotional needs.

Encouraged Behaviours	Discouraged Behaviours
Language that encourages others	Name calling, teasing
Actions / words that include others	Excluding others
Giving, sharing and taking turns	Threatening others
Positive attitude	Hitting, kicking, pinching, biting, spitting, pushing
Caring, kindness and consideration	Throwing objects inappropriately
Safe / constructive play	Disrespecting others work or property
Working together cooperatively	Ignoring adult or peers requests and following through with actions.
Taking responsibility for own behaviour	Avoiding or disrespecting group norms
Being polite	Manipulating
Self control	Deliberate withdrawal and refusal to participate
Listening to others	
Using appropriate social language	Using racist, sexist or abusive language

Strategies used to maximise positive behaviours:

- The timetable is designed to allow children long periods of uninterrupted play to explore equipment and the environment.
- Children are encouraged to choose the activities they would like to be involved in.
- Staff focus on and acknowledge positive behaviour and language.
- Behaviour expectations are continuously modelled and reinforced.
- An atmosphere of respect, acceptance, and trust is created by treating each member of the community (children, families and staff) as a valued individual.

Strategies to minimise challenging behaviours

- A gesture or expression may be a starting point, eg. “Stop” in sign language.
- Planned ignoring to reduce behaviours that are purely attention seeking but not dangerous may be the optimum strategy to use.
- Verbal warning – stating clearly the nature of inappropriate behaviour and what is required.
- 2nd verbal warning and redirection to another learning area.
- Children will be given a choice of two activities to aid them to gain control of their actions.
- **Thinking Time** – removal of child to a thinking space. Thinking space can be any space dependent upon the factors within the circumstances at the time. It is not behind closed doors and can be in-side or outside.
 - the child is supervised.
 - When the child’s emotional anxiety is reduced and they are able to think in a more rational manner, discuss the incident acknowledging their thoughts and feelings. Talk with the child about different ways of behaving and / or solving problems by modelling to the child the words and actions they need to use. The child practices these words and actions back to the adult and is assisted to re-engage in the learning activity.
 - Find opportunities to give positive reinforcement.
- Please note * It is sometimes necessary to restrain and / or redirect a child by holding. Staff are trained to do this with care, consideration and respect. This strategy is implemented when all other actions have been used, in line with directions outlined in Protective Practices for Staff in their Interaction with Children & Young People, 2011.

- When a child exhibits ongoing problem behaviours, which threaten his/her own or others safety, educators will seek advice from DECD Support Services.

Informing children/developing their understanding

Children will be reminded of rules and guidelines during group times and individually as the need arises.

To promote ownership and each child's understanding of the need for a safe, respectful environment, children will assist with the development of a behaviour code relevant to themselves as individuals and members of a group.

Consulting and informing parents

All families will be given a copy of the site behaviour code in their information pack. If children exhibit challenging behaviour staff will discuss appropriate behaviour strategies with the parent.

Informing staff

All staff including relief staff will be given a copy of the Behaviour Code and where necessary the needs of child/ren with challenging behaviour will be discussed to ensure consistency in behaviour management.

Distressed children

Refer to Protective Practices Policy

How staff can help support the Site Behaviour Code

- Be consistent in approach to behaviour management and follow the code.
- Discuss concerns about children with behaviour you find challenging.
- Attend relevant professional development
- Contribute to the annual review of the Site Behaviour Code.

Reviewing the Site Behaviour Code

This document will be reviewed annually or to meet the individual needs of a child.

Reviewed and ratified by Staff Team and Governing Council in October, 2015.