



Moana
KINDERGARTEN

Moana Kindergarten
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Moana Kindergarten **Behaviour Management Policy 2020**

We believe that everyone has the right to feel safe at all times.

Our approach to bullying at this site is covered by this Behaviour Management Policy.

We aim to prepare children for successful participation in our community by providing the following:

- A safe, caring, well-planned positive learning environment
- A positive approach to managing children's behaviour
- Expectations around children's behaviour will be expressed clearly and simply and will be developmentally appropriate.

STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR WILL INCLUDE:

- Anticipating potential difficulties, implementing early intervention strategies and planning programs and routines around these that support conflict resolution and development of positive social skills.
- Working with children, their families, professionals and other key adults to understand the environmental, social and family context of a child/young person's behaviours of concern, and to use the capacity of these parties to support positive behaviour change.
- Ensuring appropriate levels of supervision and adhering to staff to child ratios in line with the National Regulations.
- Understanding the developing capacity of young children's ability to wait, to share, to appropriately express feelings (e.g. anger, sadness, fear) to cope with tiredness / disappointment and to then provide them with appropriate time and opportunities to practice these skills.
- Educators will promote, model and support positive behaviour
- Positive reinforcement and encouragement for positive behaviour.
- Teaching of communication and problem solving skills that encourage self-awareness and self-discipline.
- Implementing the Way to A Behaviour Management Program.

- Conducting Risk Assessments with children to raise awareness of 'Safe' play and using hand symbols of safe/unsafe A/B choices to reinforce behaviour management program.
- Using the 5 'Ls' of listening strategy if/when appropriate
- Implementation of the Keeping Safe Child Protection Curriculum will be embedded into the curriculum.
- support the participation of all students, taking special measures to support the inclusion of children and young people who are at higher risk of exclusionary responses to their behaviours (including Aboriginal children, children in care, and children with disabilities)
- Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

WE BELIEVE THAT:

- Everyone has the right to feel safe all of the time.
- Behaviour improves more when handled in a positive way and when staff remain calm and speak in a quiet tone.
- Children feel angry, frustrated and upset at times and may need help to express those feelings appropriately.
- Staff and parents need to share responsibility, being consistent at all times, creating a safe secure environment for children, and modelling appropriate behaviours.

STAFF RESPONSE TO INAPPROPRIATE BEHAVIOURS MUST REFLECT THE DIGNITY AND RIGHTS OF THE CHILD:

- Such consequences will never include physical, verbal or emotional punishment.
- Such consequences will not result in the child being isolated (left alone) for any length of time.
- A staff supervised "calming time" may be offered when appropriate. A staff member will stay close and remain available to support the child at a safe distance. Additional strategies may include breathing exercises and talking about feelings, "walk and talk" strategy or moving other children away from a child if they pose a threat to their health or wellbeing. Appropriate strategies would be discussed with the team on an individual basis and put into an individualised education plan.
- Unacceptable / dangerous behaviours which are repeated or prolonged require careful investigation and may require advice from the Child and Student Wellbeing team.
- Incidences of inappropriate behaviours like bullying and violence will involve the whole staff team in consultation with parents to develop and implement a program to address issues regarding the behaviour.

IF UNACCEPTABLE BEHAVIOUR OCCURS STAFF WILL:

- Talk to the child about the behaviour and explain why it is unacceptable behaviour
- Redirect the play or the child, reinforcing safe practices
- If appropriate, withdraw the child from the area and offer other choices OR if the child poses a threat to others safety, the other children will be moved away.

- Children will be given time to recover if upset and when the child is calm, we will follow up on the unacceptable behaviour by talking with them about what happened.

IF THE UNACCEPTABLE BEHAVIOURS ARE REPEATED:

If unacceptable behaviour continues an individual learning plan will be developed in partnership with the staff team, family and if required, support services.

The staff team in consultation with the parents will design and implement strategies to manage the behaviour.

Advice from Student and Child Well Being Team can be accessed through DfE if deemed necessary by parents and staff.

References

Dfe Behaviour Support Policy

Supporting Children to regulate their behaviour -

https://www.acecqa.gov.au/sites/default/files/2020-01/QA5_Supporting_children_to_regulate_their_own_behaviour.pdf

ACECQUA - Quality Area 5 – Relationships with children

Endorsed by Governing Council 25th June, 2020

Chairperson: Caitlyn Anderson Director: Carly Smiht