



Behaviour Management Policy

At St Margaret's Kindergarten we believe that everyone has the right to feel safe, valued and respected all of the time. We promote an environment that optimises learning, catering for individual needs, abilities and well being.

- We believe that children have the right to engage in play and learning in a nurturing, friendly, safe and supportive environment.
- We believe behaviour is an individual response to a particular situation or circumstance. We encourage positive behaviours through a variety of strategies.
- We believe that staff and parents, through their words and actions, should work together to promote and encourage positive behaviours.

The Behaviours we encourage at St Margaret's Kindergarten are:

Cooperative Behaviours:

- Respecting and caring for each other, preschool resources and environment
- Listening
- Sharing, turn taking
- Helping and supporting others
- Accepting differences
- Understanding
- Positive communication and language (both verbal and non verbal)
- Positive group entry and exit skills

Ways we Maximise Positive Behaviours at St Margaret's Kindergarten include:

- Providing a physically safe learning environment by following OHS&W guidelines.
- Children will be supervised by a staff member at all times
- Providing an engaging and well planned learning environment that caters for the needs of all children and supports positive learning for all.
- Utilising Relaxation Techniques e.g. quiet times and quiet places
- Regular information given to parents on maximising positive behaviour in their children.
- Regular Parent discussion times to discuss their child's development and progress
- Explicit role modelling by staff team of positive language and behaviour.
- Staff will use positive language in all their interactions with children to promote positive self esteem
- Staff will provide opportunities for children to take risks and experience success
- Staff will value and recognise the individual strengths, skills and interests of each child
- Staff will support each other in all their interactions with children

At St Margaret's we encourage the children to use protective behaviour language like:

- saying "Stop it! I don't like when you....."
- saying "No" appropriately
- talking about their feelings

The behaviours which are not acceptable or appropriate at St Margaret's Kindergarten:

Any form of Bullying or volatile behaviour including;

- Physically hurting others
- Verbally or emotionally hurting others
- Continuous disruption to the program
- Disrespecting centre resources

Ways we minimise challenging behaviours at St Margaret's Kindergarten:

- Providing a learning environment and program that is inclusive, safe, supervised and responds to children's individual needs, age and skill levels thus providing for maximum engagement and positive learning outcomes for all children.
- Involving children and parents in processes involved in setting up behaviour rules
- Ensuring all children are aware of expectations and consequences
- Explicit reinforcement of rules for safe play and appropriate social skills
- Continuous positive reinforcement for positive behaviour
- Targeted intervention for children or groups of children who may be at risk
- Model appropriate verbal and non verbal behaviour and provide opportunities for children to practice
- Explicit teaching using visual props and stories
- By working in collaboration with the staff team and raising any issues they may have.
- Staff will be supportive of each other

Persistent Unacceptable Behaviour:

The steps that will be taken in situations where children are threatened or safety is being compromised or where behaviour is disruptive to learning are:

- calming the child
- encouraging them to think about their actions
- A child will be reminded of the Behaviour rules
- If behaviour persists child will be redirected to another activity
- If this is unsuccessful the child will be removed from the group for a short period of time i.e. time out
- The staff team will keep parents informed and work in collaboration with parents to devise and share strategies in to assist with their child's individual needs.