

INTERACTIONS WITH CHILDREN: *plus* BEHAVIOUR MANAGEMENT POLICIES

Relationships of trust are strengthened when interactions with children are warm and responsive. All staff are guided by a variety of learning frameworks to ensure interactions are safe – physically and psychologically, equitable, engaging, purposeful and meaningful for the child. Learning Frameworks include the Early Years Learning Framework-**Belonging, Being and Becoming** and **Reflect, Respect Relate**.

Everyone has the right to **feel safe**, all of the time and we actively teach this to children through our protective behaviour programme. To successfully implement this policy it is important that parents, staff and children work together in an honest and cooperative manner and promote open communication at all times.

Behaviour management protects children and teaches responsibility for actions as they get older. The aim is to make children responsible for their own behaviour. If children are to learn self-control, they need to practice making choices and having to cope with the consequences of these choices.

Aboriginal staff are the extended families, we are the “Aunties” or Nanna to these children and as such we have a different role and need to adhere to Aboriginal child rearing practices. This means the expectation that the child will do as they are asked with love and support, no judgement or criticism and respect for Elders. Non-Aboriginal staff are supported through positive role modelling and the acquisition of cultural competency.

We can help by:

- Acknowledging that children may feel angry, frustrated and upset at times and need help to express feelings appropriately.
- Respecting children as individuals who come to kindergarten from a variety of social backgrounds.
- Providing children with time, opportunity and space to learn with other children, how to play, share, take turns and care for others as well as their environment.
- Providing the opportunity for children to take risks and experience success.
- Ensuring children’s learning environments are safe, caring & positive, where their skills & abilities are valued.
- Staff and parents sharing responsibility, being consistent at all times, creating a safe, secure, environment for children, and model appropriate behaviours.

Examples of acceptable and unacceptable behaviour at our kindergarten:

ACCEPTABLE	UNACCEPTABLE
Respecting and caring for others	Physical hurting others – hitting, biting, pinching, kicking
Sharing, taking turns, participating in activities	Snatching, pushing, throwing things
Being cooperative / helping	Not sharing / avoiding responsibilities i.e packing away
Polite / Manners	Swearing, spitting
Walking inside / under verandah	Running inside / under verandah
Climbing on climbing equipment	Climbing on kindergarten fences / gates
Respecting other peoples property	Taking other people’s property
Using appropriate social language	Bullying /verbal abuse
Listening / contributing at group time	Disturbing others at group time

At no time will staff use physical punishment, put downs or intimidation to discipline children. Nor do we designate ‘naughty’ chairs/naughty rooms’

STRATEGIES/CONSEQUENCES

When children demonstrate inappropriate, uncooperative behaviours, staff will intervene using the following steps: Remind the child(ren) about safety within the kindergarten with the children. *Staff will ensure strategies/consequences are consistent to all children.*

All children are to be involved in setting “rules”, “limits” and expectations. My way to A is used by the children and supported by the staff and supports children to make positive choices.

Staff member will work alongside children to model appropriate behaviour and discuss consequences of unsafe behaviour. If unsafe or inappropriate behaviour reoccurs redirect the child to another area or provide the child with “quiet time or thinking time” - the child is directed to a safe space to reflect on unsafe behaviour, with a staff member involved throughout this process.

If unsafe behaviour is persistently repeated we will develop a Behaviour Management Plan for that particular behaviour and in consultation with parents. At times it may be deemed necessary for staff and / or families to seek assistance of specialist staff. **Please Note: ONLY in situations when a child becomes physical in an unsafe manner to themselves or another person a staff member will hold the child’s arms across the child’s chest, whilst in the teacher’s lap. Parents will be informed if this happens.**

At all times, when children demonstrate appropriate and positive behaviour, children will be praised and encouraged.