



Dorothy Hughes Kindergarten



Dealing with Behaviour Support

At Dorothy Hughes Kindergarten we believe that everybody has the right to feel safe.

We offer a play based program that is suited to each child's age and needs.

We value caring, honesty, trust, integrity, responsibility and risk taking.

We work at building a safe, relaxed and happy atmosphere in the centre that encourages children to have a go.

We believe a sense of wellbeing and a healthy self esteem are very important to learning.

Our children are given plenty of time to practise skills in real life and in play settings.

Educators and parents will share responsibility to create a safe, secure environment for children. Early behaviour intervention is effective in preventing and minimising the development and long term effects of ongoing challenging behaviour.

Behaviours we encourage are:

- ❖ Respecting and caring for self, others and their belongings
- ❖ Sharing, collaborating and turn taking
- ❖ Cooperation with routines and requests
- ❖ Being polite, friendly and using manners
- ❖ Listening and helping
- ❖ Using language that is appropriate and non offensive
- ❖ Being resilient
- ❖ Taking responsibility for own behaviour

We maximise positive behaviour in our centre by:

- ❖ Our timetable is designed to allow children to have long periods of uninterrupted play time.
- ❖ Children are encouraged to accept responsibility for their own behaviour and to problem solve appropriately.
- ❖ Behaviour expectations are consistently shared.
- ❖ Effective communication and learning occurs when families and Educators work together to develop common goals for a child's wellbeing, learning and development.
- ❖ Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play.
- ❖ Using positive verbal and non-verbal guidance. This can be through the use of visuals that Educators carry on them at all times throughout the day.
- ❖ Providing all new families with a copy of the Behaviour Support Policy in their parent information packs on enrolment.
- ❖ Providing an atmosphere of acceptance, respect and trust that is created by treating children, families and staff as valued individuals.
- ❖ Involving children in goal setting, developing behavioural expectations and consequences.

Behaviours we discourage are:

- ❖ Threatening others, bullying
- ❖ Hurting other people or living things (this means hitting, kicking, biting, scratching, spitting etc.)
- ❖ Damaging toys and property
- ❖ Deliberate withdrawal or refusing to participate
- ❖ Ignoring adult's requests
- ❖ Swearing and yelling

Ways to minimise unacceptable behaviours:

- ❖ A gesture or expression may be a starting point.
- ❖ Ignoring the behaviour when there is no risk to others.
- ❖ Providing a distraction for unacceptable behaviour.
- ❖ A verbal warning, clearly stating the inappropriate behaviour and consequence if continued. Reminding children of the expectations while at Kindergarten.
- ❖ Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately.
- ❖ Redirect the play of the child or give a choice of 2 play areas.

If unacceptable behaviour continues:

- ❖ The child will be redirected away from the area, with support from an Educator.
- ❖ When the child is calm, the behaviour can be discussed, feelings acknowledged and positive alternatives can be made.
- ❖ Child will be assisted to re-engage in appropriate play.
- ❖ Families will be notified of the situation, intervention and the outcome.

Managing significantly challenging behaviour:

- ❖ This includes any behaviour that is not effectively managed by the above Behaviour management strategies.
- ❖ Ongoing unacceptable behaviour which puts the child or others at risk of significant injury or harm.
- ❖ Ongoing destruction or damage to equipment, property or facilities.
- ❖ Unsafe dangerous or violent behaviour that significantly impacts on the safe environment and wellbeing of others.
- ✓ Educators will document behaviour on an ABC (Antecedents, Behaviour & Consequences) Chart to observe if there are any patterns or triggers in the behaviour.
- ✓ An Individual Learning Plan will be developed in consultation with the family and support agencies to manage the behaviour where possible.
- ✓ Ongoing communication with families to share current issues, concerns, incidents and strategies being used to manage behaviour.
- ✓ Communication with Support Services to access appropriate support for the centre, child and family.
- ✓ The family may be required to collect the child from the centre where continual, repeated unacceptable behaviour is occurring which is impacting on the safe learning environment and wellbeing of others.

We endeavour to support all staff, children and families so we can work, grow and learn together.