

Mitcham Village Kindergarten

BEHAVIOUR GUIDANCE POLICY

RATIONALE

We believe that everyone has the right to feel safe and that the kindergarten environment should be a secure place at all times. Children are individuals with different levels of social and communication skills and understandings. They may require help to express their feelings in an appropriate manner. In some situations, a child, other children or staff may be at risk.

STRATEGIES

- Behaviour changes more quickly when it is handled in a positive way.
- It is important that parents and staff communicate with each other about influences which affect children's behaviour.
- Staff need to be consistent and to model appropriate behaviours.
- Children should be encouraged to take responsibility for their actions and their own safety.

For all children in the kindergarten, there are behaviours which are acceptable and some which are unacceptable.

ACCEPTABLE BEHAVIOURS (these allow children to feel included)	UNACCEPTABLE BEHAVIOURS (these threaten the safety and enjoyment of others)
Respecting and caring for others	Hitting other people
Sharing and taking turns	Kicking others
Being cooperative	Spitting at others
Being polite	Pinching others
Participating in kindergarten play activities	Name calling and putting others down
Being friendly	Biting others
Listening	Pushing other people
Helping	Throwing things unsafely
Using appropriate language	Bullying
Caring for equipment	Swearing
Encouraging others	Excluding others
Following teacher's instructions	Not following teacher's instructions

When unsafe, unacceptable behaviours are observed and occur deliberately, we will talk about safety in the kindergarten and then use a combination of the following actions:

- Talk with the child about ways to use acceptable, safe, non-threatening ways to solve the problem.
- Offer the child choice of other activities.
- Give the child the option to stay at the activity providing they play in a safe manner.
- Re-direct the child to other play activities.

Maximising Positive Behaviours

Making changes to the learning environment and program can minimise the use of behavior modification interventions.

This includes:

- Awareness of additional needs.
- Offering a variety of language and communication methods.
- Understanding differences in children's development and the impact of family or other circumstances.
- Evaluating the physical environment, routines and programs to cater for the child's needs.
- Reflecting on staff relationships, expectations and interactions.

Some non-compliance behaviours will be ignored as long as the behaviour is not dangerous and not physically or emotionally hurting others.

If the unsafe and unacceptable behaviours are repeated or there is repeated non-compliance, staff will provide children with a 'time-in' or 'thinking time' (this will only be for brief periods depending on the child's age and no more than 4 minutes). The child will not be left by themselves and it will be followed up with a two-way talk by a staff member.

When unsafe behaviour is persistently repeated we will develop in consultation with the parents/caregivers:

- A **Behaviour Guidance Plan** and, if appropriate, a referral will be made to Early Childhood Support Services.
- Where required we will formulate protocols for the behaviour of individual children and support this with a **Behaviour Guidance Flow Chart**. These protocols will be developed in negotiation with the child's family to better support their child and the learning of all children in the kindergarten.

Anti-bullying

In conjunction with these approaches to unacceptable behaviour staff will continually talk with all children about what to do when another child threatens their safety and engages in bullying behaviours.

We will encourage children to:

- Tell the other child to stop the behaviour.
- Tell the other child why they do not like the behaviour.
- Seek help from the staff if the behaviour does not stop.
- Tell staff when they see or hear other children behave in a 'bullying' manner.

Restorative Justice Practices

Staff will use these practices to assist children to understand the feelings of others, to put right an injustice if another child has been treated unfairly or hurt and to repair the harm done to relationships with others.

From this children will learn:

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| • To be fair and patient | • Work together in a cooperative manner |
| • To behave appropriately | • Respect others |
| • Communicate effectively | • Take responsibility for their own actions |
| • Solve problems | |
| • Show initiative | |
| • Express feelings, wants and needs | |

CONCLUDING STATEMENT

This policy has been developed by the staff team in consultation with the Governing Council.

This policy will be reviewed and evaluated regularly by both staff and the Governing Council and modified as required to ensure continued relevance for the centre.

This policy was endorsed by the Governing Council on:

Date:

Chairperson:

Director:

Policy review date:

Policy review date:

Mvk/bhv/pol/08/16