



Moonta Kindergarten

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Government of South Australia

Department for Education and
Child Development

Moonta Kindergarten Behaviour Support policy

At Moonta Kindy we believe that everyone has the right to feel safe all the time.

Children learn best when they experience success and when they feel good about themselves.

We understand that children can sometimes feel angry, frustrated and upset at times.

Staff and parents need to share responsibility. We all need to be consistent at all times. We need to create a safe environment for children, modelling appropriate behaviours to them.

When unsafe/unacceptable behaviours occur, staff will:

1. Redirect the play or the child. Use of the 5 Point Behaviour scale may be implemented
2. Offer choices or give warnings..
3. Talk about the problem.

If the unsafe/unacceptable behaviours are repeated, staff will use "Thinking time".

Thinking time means that the child will move away with a staff member from where the problems were occurring. Staff will discuss the behaviours with the child and then redirect them to play.

Staff will:

Model appropriate behaviours, respect and resilience.

Allow children opportunities to take risks and experience success.

Be positive.

Value children as individuals

Encourage children to accept responsibility.

Provide problem solving opportunities.

Encourage children with their conversation and questioning skills.

Help children to recognise and handle their feelings.

Be fair and patient.

Be consistent and follow through when managing behaviours.

Use a tone of voice that does not exacerbate the situation.

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Moonta Kindergarten Behaviour Support policy.continued

Staff strategies to minimize challenging behaviours:

- A gesture or expression may be a starting point, eg 'Stop' in sign language.
- Planned ignoring to reduce behaviours that are purely attention seeking but not dangerous may be the optimum strategy to use.
- Introduction/Implementation of 5 point behaviour scale.(Time spent discussing this scale needs to be taken into consideration.)
- Thinking time (child removed from area and follow staff member, watching appropriate behaviour.)
- If behaviour continues, removal of child with staff member to a quiet area.
- An individual behaviour plan may be developed in consultation between staff and the family, if behaviours accelerate or continue for an extended period of time.

Please note:

It is sometimes necessary to restrain or redirect a child by holding. Staff are experienced to do this with care, consideration and respect. This strategy is implemented when all other actions have been used. Please speak with us if you are uncomfortable with this,

Every effort will be taken to work through and reduce a behaviour, however if a child's behaviour becomes unsafe (to themselves, other children or educators) then parents/caregivers may be rung to either discuss the next steps for their child or come in to help diffuse the situation.

With support, we want all children to be...

- safe
- happy
- confident
- relaxed
- able to share
- able to take safe risks
- able to show initiative
- problem solvers
- effective communicators
- able to express their feelings, wants and needs.
- able to work together, cooperatively.
- Respectful
- able to take responsibility for their own actions.