



Murray Bridge Preschool Kindergarten

Behaviour Support Policy

Each child is supported to manage their own behaviour, respond appropriately to the behaviours of others and communicate effectively to resolve conflicts.

At Murray Bridge Preschool Kindergarten we believe

- Everyone has the right to feel safe at all times and have a sense of belonging, being & becoming.
- Children learn best when they experience success and have positive self- esteem.
- We acknowledge the children at times can feel angry frustrated and upset and that they need to express these feelings appropriately.
- Staff and families need to share responsibility and be consistent at all times, creating a safe, secure environment for children, and modelling appropriate behaviours.
- Behaviour guidance is about supporting children to make choices and develop the ability to self-regulate and control their own actions rather than controlling the action of others. (Eg: modelling Stop it I don't like it)
- That Children's behaviour is a mode of communication and is influenced by developmental ability, environmental factors, temperament and life experiences.
- That working in partnership and communicating with families to understand family values, beliefs, culture and context is important to developing a safe and supportive program.

The behaviours that we encourage at Murray Bridge Preschool Kindergarten

- Respect and care for others
- Looking out for one another
- Sharing and turn taking
- Working together, team work and being co-operative
- Valuing other Children's creations and belongings/property
- Respectful communication
- Caring and friendship
- Embracing diversity
- Taking responsibility
- Keeping each other safe
- Respecting other children's personal space
- Appropriate social language and actions.

Staff will

- Model appropriate behaviour
- Be positive
- Encourage positive talk and interactions between children
- Provide opportunities for taking risk and experiencing success
- Value children as individuals
- Encourage children to accept responsibility for their actions
- Support problem solving, helping children to problem solve in social situations
- Listen to Children and support them to express emotions and needs
- Acknowledge key triggers and support children to work through or around them
- Be consistent and follow through

Children will have the opportunity to

- Be safe
- Be actively engaged
- Challenge themselves and their abilities
- Solve problems
- Share
- Be confident
- Be assertive
- Be able to communicate effectively and express their wants, needs and feelings and work together co-operatively and take responsibilities for their own actions.

When unsafe / unacceptable behaviours occur, staff will

1. Redirect play or the child
2. Offer choices / give reminders
3. A child may spend a period of time with an educator to reflect on their behaviour and think about alternatives.
4. Discuss behaviour and strategies used with parents.
5. Seek support from DECD support services where necessary.
6. In situations where others are at risk or children are not responding to proactive strategies it may be necessary to use an appropriate level of physical encouragement and assistance. In extreme cases, on occasion physical restraint may be needed. If these strategies are necessary
 - The support of a second educator will be requested whenever practically possible.
 - Educators will assess risks to the child, themselves, and others, and choose a course of action that poses the least possible risk to achieve the best possible outcomes.
 - The situation, steps taken and strategies used will be documented on the day of the incident.
 - Both the Nominated Supervisor and child's family will be notified on the same day and a meeting will be scheduled to develop a behaviour support plan and a risk assessment for future situations.