

Holden Hill Kindergarten's Behaviour Guidance Policy

We believe that everyone has the right to feel safe all of the time (staff and children). We accept that children feel angry, frustrated and upset at times, and need help to express those feelings appropriately. To decrease its frequency, we ignore inappropriate behaviour if it is not dangerous or disruptive to other children/staff. Children learn best when they experience success and have positive self-esteem. We give reinforcement to children when they are behaving appropriately.

Behaviour is the way that children tell us how they are feeling physically and emotionally. When a child is behaving inappropriately, we need to determine what the child is attempting to communicate, and teach the child more appropriate ways that they can use to have their needs met.

In each kindergarten day there may be conflicts or problems for children to deal with. We encourage children to articulate 'Stop! I don't like it when....because it makes me feel' and then, if necessary, approach teachers/adults for assistance. We believe that behaviour changes more quickly when handled in a positive way. Staff and parents need to share responsibility, be consistent at all times, create a safe and secure environment for children, and model appropriate behaviours. We teach strategies for expressing their feelings appropriately. We encourage children to take responsibility for their own actions and their own safety at their individual developmental level. Staff realise, and practice, the necessity of keeping parents informed of the behaviour of their child at the centre. Please discuss any concerns with staff.

Children need help to learn the difference between **Appropriate Behaviour, which is OK,** and **Inappropriate Behaviour, which is unacceptable.**

Appropriate behaviour: respecting and caring for each other, sharing, taking turns, being cooperative, being polite, participating in activities, being friendly, listening, helping, and using appropriate social language and actions etc.

Inappropriate behaviour: hitting, spitting, pinching, swearing, name calling, pushing, punching, throwing things, bullying/intimidation, kicking and biting etc.

Positive reinforcement and encouragement for appropriate behaviour is a high priority.

Some Problems:

1. Need to be solved by an adult
2. Can be solved by a child or group of children
3. Need adult support to help a child or group of children to solve the problem

Solving a Problem:

1. **For children/staff to articulate** "Stop! I don't like it when...", "it makes me feel...", and then if the problem doesn't stop, for children to seek an adult for support.
2. **Talk** with the child to identify the problem and/or redirect their play by offering choices
3. **Listen** to "both sides"
4. **Ask** the children about their feelings concerning the problem

5. **Give** the children the language to say how they felt i.e. 'Kayla felt hurt when you poked your tongue out at her.
6. **Decide** together on an appropriate solution (it may be necessary to record this)
7. **Monitor.**

Sometimes children will avoid dealing with a problem. They may need to be supported to solve a problem (borrow an adult's power) and let others know what they do and do not like.

If a **problem continues**, attempt to solve the **problem using the problem solving process** then give a warning of '**Thinking Time**'. **Thinking Time** is time for children (and adults) to **calm down** and think about what has happened.

Thinking Time

Thinking time is for: repeatedly ignoring instructions or previously decided solutions to a problem, for unsafe behaviour, which will result in instant thinking time.

Steps involved in "Thinking Time" are:

1. Tell the child the reason for their being in Thinking Time
2. Tell the child how long they will be in Thinking Time. If the child is in a protesting/disputing state of mind, then the staff member will state that "thinking time begins when you are quiet". Then start thinking time (normally for one minute).
3. Staff to use language like "You need time to think about... and then we will talk...". Avoid giving eye contact or entering into further dialogue with the child.
4. Monitor the child to ensure they are safe. If the child begins to engage in unsafe behaviour, the behaviour needs to be addressed and thinking time begins again (one minute). You can use a one minute timer to help children sit still and/or understand how long one minute is.
5. At the end of the time, talk with the child about their behaviour. "It is not OK to... One of our rules is...".
6. Catch the child behaving appropriately soon after Thinking Time is over, and reinforce with a positive comment/encouragement.

Holden Hill Kindergarten Values

At Holden Hill Kindergarten we have the following values which underpin our expectations in relation to behaviour. These are: Independence, Connectedness, Growth, Resilience, Participation, Respect and Confidence. (Please see our Values Statement for further detail)

The Holden Hill Kindergarten Community (that is children, families, staff and visitors) deserve to be in a safe environment where each person and their belongings are respected and they respect others and their belongings. We promote understanding and consistency with the Behaviour Code by the staff being consistent in their expectations and interactions with children. The staff will also work in partnership with families to maximise children's positive behaviours.

Ways we maximise positive behaviours at Holden Hill Kindergarten include:

- Making sure the children understand what is expected of them and giving them reminders as needed
- Giving encouragement for appropriate behaviours
- Keep rules simple, use visual cues, and remind children of the consequences if the rules are not followed.
- Staff members have a consistent approach to behaviour expectations and are consistent in implementing them.

Ways we will minimise challenging behaviours at Holden Hill Kindergarten include:

- We describe the child's behaviour (for example, *Stop pushing*) rather than label the child, for example, "*You naughty child*" is an unnecessary and unkind label.
- We assist the child to be successful by giving them the words to use, instead of inappropriate actions. For example, "*Stop pushing, pushing hurts*".
- Providing plenty of high quality curriculum activities that engage all children in learning
- Withdrawing children from play to think about their behaviour will be used when appropriate
- Using role plays between staff and use puppets and stories (followed by discussions) to reinforce to the children appropriate and not appropriate behaviours.

Staff members can support the code by:

- Understanding and using it in their daily interactions at the site
- Being consistent in implementing the code