



**Stirling District Kindergarten**  
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## **Behaviour Management Policy**

Behaviour is seen as an expression of feelings or an attempt to meet underlying needs. We need to be aware of what the child is trying to communicate, validate the child's feelings, and deal with the underlying problem as well as guiding the child towards more appropriate ways of communicating needs and interacting pro socially with others. Staff will teach, reinforce and model positive behaviours rather than imposing consequences for undesirable behaviours. Staff will model appropriate styles of interaction and appropriate responses to conflict resolution. Each child's level of development, needs and cultural context will be considered and expectations will be matched to these. Learning how to manage feelings occurs in the context of positive relationships and time spent affirming each child, and is the basis of our behaviour policy.

### **All children have the right to feel:**

Valued	Happy	Confident
Safe	Special	Welcomed
Secure	Respected	Supported
Unique/Accepted	Trusted	

### **In general for inappropriate behaviour:**

1. Talk with the child, validate feelings, talk about how other child feels. Suggest solutions or help child to suggest solutions- protective behaviours.
2. If unacceptable behaviour continues, quietly remove child to another activity.
3. Time in with staff member if necessary- not time out.
4. Children with ongoing behaviour problems will have a special plan tailored specifically for them in consultation with the parents. May be referred for specialised help.

### **At Stirling District Kindergarten we believe:**

The staff of Stirling District Kindergarten believes that behaviour management involves teaching children how to deal positively with problems and how to make positive choices. This philosophy guides our behaviour management policy, and includes components of positive recognition, clear and consistent expectations and guidelines, and fair and relevant consequences.

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**We believe that everyone has the right to feel safe all of the time and we actively teach this to the children through our child protection curriculum.**

We ignore behaviour if it is not dangerous and only seeking attention.

Children learn best when they experience success and have positive self-esteem.

We believe that behaviour changes more quickly when handled in a positive way.

We accept that children feel angry, frustrated and upset at times and need help to express feeling appropriately.

We encourage children to take responsibility for their actions and their own safety.

Staff and parents need to share responsibility, being consistent at all times, creating a safe, secure environment for children and modelling appropriate behaviours.

### **The behaviours we encourage at Stirling District Kindergarten are:**

Respecting and caring for each other	Moving safely
and our environment	Being friendly
Sharing	Listening
Taking turns	Helping
Being co-operative	Using appropriate social language
Being polite	Participating in activities

### **Ways we maximise positive behaviours at Stirling District Kindergarten include:**

Verbally acknowledging positive behaviours.

Reinforcing acceptable behaviours regularly at group time and informally.

Talking through behavioural problems with a child to support a more positive action.

Ensuring the learning environment is safe and well supervised.

Communication with parents is clear and concise.

Staff are consistent in implementing rules and consequences.

Staff discuss issues in order to develop positive strategies to support a child.

**The behaviours which are not acceptable or appropriate at Stirling District Kindergarten are:**

Verbally or physically hurting others eg:

Growling	Hitting
Spitting	Pinching
Punching	Swearing
Name-calling	Pushing
Throwing things	Bullying
Kicking	Disrespecting others and their belongings
Damaging kindy property	

**Ways we minimise challenging behaviours at Stirling District Kindergarten include:**

Providing positive role models by staff.

Telling the child if it is inappropriate behaviour.

Encourage positive behaviours stating the behaviour expected i.e. the desired outcome.

Talking through the problem with the child providing other options and appropriate behaviour for future situations.

Offer choices and redirect the child's play.

Remove the child from the play situation.

Provide the child with some quiet thinking time in an appropriate supervised area.

**Informing Children**

Encourage children to take responsibility for their actions and their own safety .

Informing (warning) children about dangerous situations and / or practices.

Support children in learning about the consequences of their own behaviour.

Promote problem solving, listening and being aware of the rights of others.

Encourage children to seek staff when needing help of reassurance.

Informing children of the kindergartens boundaries (including the sites "no go" zones)

**Consulting and Informing Parents**

Parents will be given information on enrolment about the sites Behaviour Code that will be written and verbal.

Parents will have the opportunity to seek more information and ask questions about the code.

Parents will be given the opportunity to speak to staff about their own child and any concerns they may have.

Parents will be informed if their child has specific behaviour needs, which may lead to an Individual Behaviour Plan being negotiated with parents and the child.

Confidentiality will be observed in all discussions with families and in exchange of information with other agencies.

Transition programs are carefully planned and monitored with staff from the new setting and families for children with challenging behaviours.

## **How Parents can help support the Site Behaviour Code**

Inform staff in changes to their child's routine, which may affect their behaviour.  
Inform staff of positive and effective strategies that they use at home.  
Being consistent with the rules and acceptable behaviours at home and other places.  
Discussing child's behaviour at the centre and effective strategies used by staff.  
Support the child's regular attendance.  
Provide information to departmental personnel that will assist them to understand their child's needs and support their learning.  
Providing assessment reports from other agencies.

## **Informing Staff**

New staff to the site will participate in an induction programme, which includes the Site Behaviour Code.  
Staff will be encouraged to read and use the resource "Supporting and Managing Children's Behaviour".  
Part-time staff will use a communication book to share information between them.  
Regular discussions at staff meetings about strategies, individual progress, T&D needs.

## **How staff can help support the Site Behaviour Code**

Staff will model, plan and implement behaviour management practices consistent with the site policy.  
Staff will seek information from parents/carers and advice from other professionals.  
Staff will undertake professional training as appropriate.  
Staff will reflect and share information on behaviour support and management practices.  
Staff will contribute to the development and implementation and review of the site code.

## **Reviewing the Site Behaviour Code**

All staff and the site manager will be involved in all review processes.  
Governing Council and parents will be given opportunities to contribute to the development and review processes of the Site Code.  
The Site Code must consider the cultural and social diversity of the community.  
The Site Code will be review annually in March.

Updated March 2012

Director