Positive behaviour at Salisbury Kindergarten

At Salisbury Kindergarten we believe:

- All children are individual, therefore, strategies used for guiding their behaviour reflect this.
- Children learn best when they feel safe, secure, valued and can participate in a harassment free environment – We teach the Child Protection themes “We all have the right to be safe” & “We can help ourselves to be safe by talking to people we trust”.
- Educators and families share the responsibility for modelling appropriate behaviours and need to work together to develop consistent expectations.
- Behaviour expectations should be developmentally appropriate.

Behaviours we encourage include:

- Sharing and turn taking
- Positive, friendly interactions
- Cooperation
- Respecting people’s opinions
- Caring for materials & equipment, the environment and each other
- Participation
- Appropriate group skills such as listening, eye contact (if appropriate), hands up to speak
- Safe play

Ways we maximise positive behaviours include:

- Providing a stimulating, challenging learning environment
- Reinforcement of positive behaviours through specific verbal feedback
- Involving children in developing behaviour expectations
- Modelling desired behaviours and interactions
- Providing children with opportunity to practice positive behaviours through social play
- Supporting problem solving/helping children to reach a compromise
- Supporting children to withdraw or remove themselves from a situation that they can’t manage positively/safely
- Providing children with an alternative activity or behavioural option
- Providing the child with information about potential risks or hazards that certain behaviours may result in
- Use of visual cues as reminders

Salisbury Kindergarten is committed to assisting children develop behaviour that increases self-esteem, encourages cooperation and helps children become resourceful, proactive, resilient and more independent. Management is designed to assist the emergence of positive group and individual behaviours.
Behaviours which are unacceptable:

- Physically aggressive behaviour
- Bullying
- Swearing
- Damaging property
- Verbal abuse

Strategies for unacceptable behaviours included:

- Ignoring (if safe to do so)
- Redirecting child
- Warnings/Reminder of agreed behaviour expectations
- Time out - Stop, drop on the spot or Thinking chair
- Moving other children away

Informing families:

- Not all behavioural exchanges will be passed on to families as, in general, most are minor however we will discuss some incidents with families such as -
  - If the incident is deemed serious enough to warrant parents involvement
  - If the behaviour is continually repeated
  - If a child’s reaction to an incident requires feedback and explanation

How families can support the behaviour code:

- Set boundaries at home
- Role modelling positive behaviours
- Inform staff of any change at home that may influence a child’s behaviour - no matter how insignificant they may be
- Alert staff to any medication child may be taking
- Be supportive of actions of staff at the kindergarten
- Discuss any concerns about other children with staff rather than individual families or children (see grievance policy)
- Speak with staff if concerned about your child’s behaviour

High Risk Behaviours: In accord with DECS Policies difficult/dangerous behaviour (eg aggression, destructiveness, self risk) that poses a risk for staff and children will be dealt with in the following way:

1. The child will be withdrawn from the situation and parents will be informed of the behaviour.
2. If the behaviour continues or increases, parents will be asked to take the child home for the day.
3. A behaviour plan will be discussed with the parent/s outlining how the behaviour will be dealt with at the Kindergarten in future.
4. If behaviour continues, expectations of the child for their participation will be outlined and consent for support and referral for the child through the Psychologist, the Social Worker or the Behaviour Support Unit may be made.

It is important that children are safe and comfortable at Kindergarten. Parent support in behaviour management is essential.

A range of parent courses are regularly available through the kindergarten - keep an eye on the notice boards or in your child’s notice pocket.

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