Sir Thomas Playford Kindergarten
Behaviour Management Policy

**Link to National Quality Standards**

| 5.2 | Each child is supported to build and maintain sensitive and responsive relationships with other children and adults. |
| 5.2.2 | Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. |
| 5.2.3 | The dignity and rights of every child are maintained at all times. |

**Rationale:**

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. 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. When a child approaches you with a problem, it is important to them and needs to be solved. We believe that behaviour changed 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.

Children need help to learn the difference between Appropriate Behaviour (behaviour is OK), and Inappropriate Behaviour (behaviour is unacceptable).

**Director Responsibilities**

The director will ensure that:

- All parents are aware of this policy and that the policy is accessible to parents in the centre.
- For the director to follow up any serious incidents with parents.

**Staff Responsibilities**

- Some problems can be solved by a child or group of children.
- Some problems need adult support to help a child or group of children to solve the problem.
• Some problems need to be solved by an adult.
• 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.
• Talk with the child to identify the problem and or redirect their play by offering choices
• Listen to "both sides"
• Ask the children about their feelings concerning the problem
• Give the children the language to say how they felt i.e. "Kayla felt hurt when you poked your tongue out at her".
• Decide together on an appropriate solution (it may be necessary to record this)
• Monitor.

Sometimes children will avoid dealing with a problem. They may need to be supported to solve a problem and let others know what they do and do not like.

If a problem continues, after using the problem solving process children will then be given the opportunity for some quiet time and supported to reflect on their behaviour before returning to play.

**Quiet Time**

Quiet time is for : repeatedly ignoring instructions or previously decided solutions to a problem and for unsafe behaviour.

Steps involved in "Quiet Time" are:

1. Tell the child the reason for their being in Quiet time
2. If child is protesting/disputing, then the staff member will state "quit time begins when you are calm". Avoid giving eye contact or entering into further dialogue with the child until they have calmed down.
3. When the child is calm, talk with the child about their behaviour. "It is not OK to ...At Kindy we...".
4. Catch the child behaving appropriately soon after Quiet Time is over, and reinforce with a positive comment/encouragement.

Quiet time will be supported by staff only and not volunteers or students.

If the child's behaviour continues to escalate after two consecutive Quiet Times, the child's parents will called to collect their child.

Unacceptable behaviours include:

• Hitting
• Kicking
• pinching
• pushing
• Spitting
• Biting
• Bullying
• Racial taunts
• Throwing things
• Damage to furniture
• Swearing in abusive language
• Climbing fences/gates
• Playing with sticks
• Breaking sticks
• Destruction of property
Parents Responsibilities

- Parents will encourage positive behaviours at home
- Parents will support our policy

Review and Evaluation

Evaluation of the effectiveness of this policy and associated procedures will occur through analysis of accident and incident reports, staff meetings, during annual hazard checks and annual reviews of the policy.

Signed:............................................................Governing Council Chairperson

Signed:............................................................Director Date:

Policy Review Date: