

Mary Bywaters Memorial Kindergarten
Behaviour Support Policy

A Behaviour Support code is a statement of values and expectations in relation to children's behaviour. It also describes the ways in which educators will support and manage children's behaviour.

Aims:

A site behaviour code should:

Use positive language

Describe specific strategies and consequences

Consider children with additional needs

Change over time according to children's needs

Be tailored to accommodate the physical environment, curriculum and educators' styles.

Implementation:

1. The learning environment at Mary Bywaters Memorial Kindergarten supports children to be successful in developing positive behaviours:

1. The site is safe, well-planned and promotes a sense of belonging, trust and respect.
2. There is recognition of the importance of play in children's learning and support for them to develop the capacity to imagine, experiment, problem solve, role-play and express a range of feelings and ideas.
3. The programme is enriching, varied and includes developmentally appropriate behavioural expectations.
4. Educators are aware of their occupational health and safety responsibilities, including the identification of potential hazards, seeking advice and resolution as appropriate.
5. Children are effectively supervised at all times
6. Interactions are positive, recognising and valuing children as individuals and are responsive to external factors that may influence children's well-being (eg illness, changes in family circumstances)

2. Expectations of children's behaviour at Mary Bywaters Memorial Kindergarten take into account their age and stage of development:

1. Staff demonstrate a broad understanding of children's development and developmentally appropriate behaviours in young children.
2. Staff modify their behaviour and programming to address the needs of individual children, including those with disabilities or developmental delay.
3. Staff are familiar with and utilise relevant professional reports and family information.

3. Children's behaviour at Mary Bywaters Memorial Kindergarten is supported using a positive approach:

1. Educators verbal and non-verbal behaviours are respectful and inclusive of all children and families.
2. Staff model and encourage problem solving, negotiation and conflict resolution.
3. Staff notice and acknowledge positive behavioural responses by children.

4. Staff actively engage children in understanding and developing behavioural expectations and consequences and in goal setting.
5. Staff provide opportunities for skill development throughout the program, such as resilience, social, coping and communication skills and child protection.
6. Staff explicitly teach positive behaviours and play skills, building on children's strengths and prior knowledge.
7. Staff provide opportunities for children to practice positive behaviours.
8. Staff use assessment, monitoring and reporting procedures that focus on children's progress and achievements.
9. Staff work together as a team, using a consistent approach.

4. Approaches to behaviour support at Mary Bywaters Memorial Kindergarten value the diversity of children's backgrounds and experiences:

1. Staff demonstrate awareness that children's behaviour is influenced by their temperament, abilities, experiences, culture and family context.
2. Staff encourage children to understand factors that may influence other children's behaviour and to respond using appropriate strategies.
3. Staff encourage families to contribute their ideas and experiences about children's behaviour.

5. Child protection Curriculum - "Keeping Safe"

At Mary Bywaters Kindergarten this curriculum is taught each term, dealing with many issues in order to empower children with life skills in regard to relationships and behaviour. It includes:

- *The right to be safe
- *Relationships
- *Recognising and reporting abuse
- *Protective Strategies

The issue of bullying is addressed within the Child Protection Curriculum each year.

Parents will be informed at the beginning of each term about the areas to be explored by a specific note (together with the term plan of the curriculum.) Parents will be encouraged to ask questions and clarify children's understandings to support this important program.

All staff in this centre are **mandated notifiers**, and as such they are obliged to report anything suspicious or questionable regarding children's welfare.

6 Children's behaviour at Mary Bywaters Memorial Kindergarten is supported in partnership with families and local communities:

1. Behaviour support codes are developed, through the governing council, in partnership with families and the community and are reviewed annually.
2. The Site behaviour code is available for reading within the policy booklet on the cupboard next to the roll.
3. Families and educators communicate effectively and work together to ensure that children's behavioural and developmental needs are met.
4. Confidentiality is observed in discussions with families and in exchange of information with other services.

5. Transition to another setting is carefully planned and monitored with educators from the new setting and families for children with challenging behaviours (eg preschool to school).

7. The response to emerging challenging behaviours at Mary Bywaters Memorial Kindergarten is timely and appropriate:

1. Early identification of challenging behaviours and bullying occurs.
2. Communication with families about challenging behaviours or bullying takes place at the earliest opportunity and is framed as a positive opportunity to address children's behavioural needs within the group setting.
3. Support from DECS support services and/or other agencies is sought.
4. Children's behaviours are assessed across a range of informal and formal learning activities and contexts (eg small and large groups).
5. Planning, implementation, and review of individual behaviour plans occur in partnership with families and support services. This may include steps for time out, time in with staff or withdrawal from a specific activity as appropriate for the individual child's needs.
6. Program planning considers behavioural needs as part of planning for individual children and groups.
7. Children are always treated with dignity and respect and directly monitored. Physical, verbal or emotional punishments are not used
8. Consequences for inappropriate behaviours may include time-related withdrawal of attention, which is non-emotional and followed by redirection (ie time out)