Rationale
Relationships of trust are strengthened when interactions with children are warm and responsive. All staff are guided by a variety of learning frameworks to ensure children are safe – physically and psychologically, equitable, engaging, purposeful and meaningful for the child. Learning Frameworks include *The Early Years Learning Framework – Belonging, Being and Becoming, Reflect, Respect, Relate and Kidsmatter – an Australian Early Childhood Mental Health Initiative.*

The behaviour management beliefs and practices at Madge Sexton Kindergarten contribute to the safe and positive environment provided for all children. To successfully implement this policy it is important that parents/caregivers, staff and children work together in an honest and cooperative manner and promote open communication at all times.

**STATEMENTS OF COMMITMENT AT MADGE SEXTON KINDERGARTEN**

Staff and children aim to consistently:
- Provide a caring, sharing, safe and healthy learning environment for all
- Encourage self-discipline and awareness of behaviours.
- Respect individual worth and needs
- Listen and talk to each other
- Respond to the needs of others
- Care for each other and our families
- Talk and problem solve
- Encourage cooperation
- Take responsibility for our actions

Examples of acceptable and unacceptable behaviour at our preschool:

<table>
<thead>
<tr>
<th>ACCEPTABLE</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respecting and caring for others</td>
<td>Physical hurting others – hitting, biting, pinching, kicking</td>
</tr>
<tr>
<td>Sharing, taking turns, participating in activities</td>
<td>Snatching, pushing, throwing things</td>
</tr>
<tr>
<td>Being cooperative / helping</td>
<td>Not sharing / avoiding responsibilities i.e. packing away</td>
</tr>
<tr>
<td>Polite / Manners</td>
<td>Swearing, spitting</td>
</tr>
<tr>
<td>Walking inside / under verandah</td>
<td>Running inside / under verandah</td>
</tr>
<tr>
<td>Climbing on climbing equipment</td>
<td>Climbing on kindergarten fences / gates</td>
</tr>
<tr>
<td>Being friendly</td>
<td>Taking other people’s property</td>
</tr>
<tr>
<td>Using appropriate social language</td>
<td>Bullying /verbal abuse</td>
</tr>
<tr>
<td>Listening / contributing at group time</td>
<td>Disturbing others at group time</td>
</tr>
</tbody>
</table>

Parents & staff believe that children learn best in a safe, caring & positive learning environment where their skills & abilities are valued.

At no time will staff use physical punishment, put downs or intimidation to discipline children.
STRATEGIES/CONSEQUENCES
When children demonstrate inappropriate, uncooperative behaviours, staff will intervene using the following steps:

- Remind the child(ren) about “rules”, “expectations” and acceptable behaviours
- If the inappropriate behaviour continues then either distract child(ren) and/or redirect
- Sit and talk to child(ren)
- Reflection Time. The child is directed to a safe space to reflect on unsafe behaviour. (no more than 4 minutes)
- Time in. This is where the teacher will hold the child’s arms across the child’s chest, whilst in the teacher’s lap. This technique is used ONLY when the child becomes physical in an unsafe manner to themselves or another person

STAFF WILL ENSURE THAT STRATEGIES/CONSEQUENCES ARE CONSISTENT TO ALL CHILDREN.

- If a child continues to behave inappropriately staff will speak to parents and discuss strategies.
- At times it may be deemed necessary for staff and / or families to seek assistance of specialist staff.
- At all times, when children demonstrate appropriate and positive behavior, children will be praised and encouraged.


Endorsed by Staff and Governing Council September 2015
To be reviewed: September 2017