



MADGE SEXTON KINDERGARTEN

QUALITY AREA 1: EDUCATION PROGRAM AND PRACTICE
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

Interactions with children: Behaviour Support Policy

This policy/procedure must be read in conjunction with the following Department for Education policies/procedures:

- [Behaviour support policy \(education.sa.gov.au\)](http://education.sa.gov.au)
- [Protective practices for staff in their interactions with children and young people guidelines for staff working or volunteering in education or care settings \(edi.sa.edu.au\)](http://edi.sa.edu.au)

Overview

Madge Sexton Kindergarten's Behaviour Support Policy prescribes how we:

- Provide effective, consistent and fair behaviour support processes for all children at our kindergarten.
- Support children to learn safe and positive behaviour at kindergarten.
- Support children to understand kindergarten expectations and values.
- Develop the personal and social capability of children to understand and exercise their rights and responsibilities so that they can fully engage with their learning environments.
- Safely include all children at kindergarten.

Range of Behaviours

We recognise that children's behaviour develops in the context of their environment and life experiences. Behaviour has a purpose, and in the kindergarten setting children are supported to learn safe and respectful ways to meet that purpose. Behaviour interventions focus on children's strengths and are implemented in partnership with parents/caregivers.

Children's behaviours span a continuum, ranging from safe to unsafe, and include:

- Positive, inclusive and respectful behaviours
- Developmentally appropriate boundary testing. These behaviours can interrupt the learning environment and can be redirected through support strategies.
- Behaviours that cause greater concern due to their severity, frequency and duration. These behaviours significantly interrupt the learning environment and require individual guidance and support.
- Complex behaviours that can be unsafe for the child and others around them. These behaviours require intensive individualised interventions. Whilst most children are able to behave in safe and respectful ways, some children may demonstrate behaviours of concern, indicating that the child needs further support.

Throughout the continuum, the approach is proactive, consistent, responsive and tailored to the child's needs. Children are most likely to behave in positive and respectful ways when they are supported by a caring adult who teaches, guides and supports them. The relationship between the child and an adult who models inclusive and respectful behaviour is the basis of all behaviour support.

At Madge Sexton Kindergarten all educators will:

- Model, promote and support positive behaviour that values diversity, demonstrates respect for and inclusion for all.
- Explicitly teach children about safe, positive and inclusive behaviours, and expectations about behaviour.
- Intervene in an effort to reduce or redirect behaviours of concern.
- Work with children and their families or other professionals, to understand the contextual needs of a child including any behaviours of concern and seek the involvement of all these parties to support positive behavioural change.
- Provide visible, fair and equitable behavioural responses that foster confidence and trust.
- Attempt to repair and restore relationships that have been harmed by behaviours of concern.
- Establish safety and wellbeing for people involved in behavioural incidents, and others.
- Address behaviours of concern when they occur, and support those involved and affected by these behaviours.
- Encourage children to support others to behave in safe, respectful and inclusive ways, including seeking help from trusted adults.

Inappropriate behaviours will be addressed by:

- Reminding children of expectations and limits and reinforcing the reasons for these individually and during group discussions.
- Redirecting children.
- Moving other children away if they are at risk.
- Talking about the problem and working with the child to determine alternatives.
- Supporting children to empathise with others and restore relationships where possible.
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately.
- Providing opportunities for directing anger (e.g. kicking a ball).
- Providing calming experiences (e.g. squeezing play dough and stress balls, deep breaths).
- Allowing the child to have quiet thinking time to reflect on their behaviour and decide on play options.
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is always with them.
- Discussing the behaviour with parents and working towards consistent strategies for home and kindergarten to assist the child's wellbeing and learning.
- Assessing individual children's learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours.
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services.
- Being aware of our limitations and seeking assistance when required. DfE support will be sought when a child's behaviour is consistently challenging and puts others at risk.
- Participating in staff development that informs us of strategies that can be used to support children with difficult behaviours.