

BELAIR JEAN BONYTHON KINDERGARTEN

Behaviour Management Policy

Rationale

To prepare children for successful participation in society, specifically in this community.
All children have the right to learn in a safe, secure, caring environment.
We are accountable to the community for managing children's behaviour.

Goals

All children will be treated with respect by adults and peers.
Every child will be free from harassment and bullying (physical/emotional).
Children will be aware of their own behaviour.
Children will be conscious of how their behaviour affects themselves & others.
Children will take responsibility for their own behaviour.

How

Children will be supervised at all times.
Teachers, parents and caregivers will model responsible behaviour.
Children are encouraged to approach teachers for assistance and support if being harassed.
Centre program will address the notion that we should value diversity eg. some people are big, small, have different coloured skin etc.
Work together with children to establish rules, behaviour expectations and consequences that are clearly stated and understood – e.g. children will share space and equipment fairly and safely.

Teach children that behaviour has consequences.

Consequences for appropriate behaviour – specific verbal praise, encouragement etc. We do not use 'naughty' or 'good' in reference to children. Instead we refer specifically to the behaviour.
Phrases such as "I'm really happy you remembered to put those things away when you finished with them".
"Will you remember to walk inside please?"
Even when speaking firmly staff use positive language. "You need to remember that you have to ask before you take something away from someone".

Consequences for inappropriate behaviour –

Explain to the child the impact of their behaviour and the consequences if the behaviour continues. eg. if you continue to throw sand you will have to play somewhere else.

If the child continues to act inappropriately, restate the impact of their behaviour and follow through with the consequences. We will redirect children to another activity, ensuring they have specific instructions about what they need to do. 'Time out' will not be used except in rare circumstances where this is necessary for the best interests of the child and other children.

A 'Time In' process may be used during which the child stays close to the teacher for a short period of time so that positive and reflective discussion may take place prior to the child returning to the play situation if appropriate.