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## Behaviour Management Policy

### Statement

Robertstown Preschool will provide a safe, inclusive, supportive and ordered learning environment free from bullying, harassment and violence. Bullying, including cyber bullying, harassment and violence, is not acceptable in this school and will be dealt with seriously and expediently.

The school will work with the school community and other services and agencies to support its students in being responsible and productive members of this community.

Robertstown Preschool Values are Caring, Respect, Responsibility, Getting Along and Honesty. We will endeavour to embed these across all areas of learning.

# Behaviour Management Policy

## **Belief Statement :-**

- ◆ Everyone has the right to feel safe and secure
- ◆ Everyone has the right to be recognised and valued as individuals

## **Therefore this centre aims to :-**

- ◆ Provide a safe environment free from harassment and bullying
- ◆ Provide a nurturing environment that promotes a sense of belonging and self worth
- ◆ Provide opportunities for children to develop confidence to meet new challenges and to build self esteem
- ◆ Encourage healthy life-style habits to promote general well being and the ability to cope with life's situations

## **And the staff will :-**

- ◆ Develop appropriate policies and strategies
- ◆ Make expectations explicit in terms of appropriate and inappropriate behaviour
- ◆ Reinforce positive behaviour
- ◆ Model appropriate behaviour
- ◆ Respond quickly and directly to situations involving children and their behaviour
- ◆ Use consistent management practices
- ◆ Use early intervention to avoid conflict if possible
- ◆ Teach communication and problem solving skills that encourage self awareness and self discipline
- ◆ Practice the principles of **Child Protection Curriculum:-**
  1. State the problem as it relates to each child
  2. Become aware of theirs and others' feelings
  3. Understand the consequences of their actions
  4. Think of alternative solutions

## **Principles of Child Protection Curriculum :-**

1. Try to get the children to each state their problem as it relates to them.  
Eg :- "I want to keep using the spade" rather than  
"We both want the spade"  
Repeat back to the child to clearly emphasise the problem.
2. Each child needs to identify and express their feelings in the situation.  
Eg:- "How do you feel about this?"  
"How do you think others feel?"  
"How would you feel if.....?"  
Ensure that each child understands how to verbalise their feelings.
3. Discuss the consequences of what they were doing  
Eg :- "What will happen if you do this?"
4. Accept all alternative solutions that the children think of but encourage the children to understand that there is more than one solution to a problem. The final solution must be one that they can accept in order to solve the situation.  
Eg :- "Is there a better way?"  
"What else could you do?"  
"What would happen if you did this?"

## **Management of Inappropriate Behaviour :-**

1. Follow Protective Behaviours 4 step procedure
2. If undesirable behaviour continues, any of the following may be used -
  - ◆ Explain the reason for rules and limits
  - ◆ Use thinking time or removal from activity for short periods of time clearly explaining reasons and instructing child/ren to think about their behaviours – re-entry to group needs to be negotiated with a plan to correct inappropriate behaviours. Record on the Time out log located in Kitchen file box.
  - ◆ Remove the disruptive child/ren from situations or situations from the child.
  - ◆ Staff develop strategies to address continuing inappropriate behaviour and formulate strategies with parents to increase continuity in promoting acceptable behaviour at Kindergarten.

## Admin Level Behaviour Incident Report

<b>Date of Incident :</b>
<b>Time of Incident :</b>
<b>Place of Incident:</b>
<u>Students involved.</u>
<b>Teacher Involvement/Observation (if any)</b>
<u>Students comments</u>
<u>Actions taken</u>
<u>Parent contact and responses</u>