



# Angaston Kindergarten

## Behaviour Education Policy

### Staff will respond to challenging behaviours by:

- Reminding children of expectations and limits and the reasons for these
- Supporting children with problem solving, negotiating, find resolutions and managing emotions appropriately
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's well-being and learning
- Assessing individual children's learning and development, reflecting on and reviewing our planned program, and monitoring how the active learning environment supports positive behaviour
- 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
- Withdrawing children to a quiet space when they are at risk of hurting themselves or others, ensuring that an adult is with them at all times.

### Bullying

*Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying at Angaston Kindergarten will be addressed promptly and in collaboration with families.*

### Staff will respond to bullying by:

- empowering children with strategies to 'stop' bullying
- listening and responding to any concerns from children and parents about possible bullying
- promptly communicating cases of bullying to both the victim and perpetrator's parents
- using a **restorative justice** approach - at a meeting the child/children exhibiting bullying behaviour must listen to how the victim feels, reflect on what is happening, and act restoratively (eg by making an acceptable apology).

Endorsed by Staff and Governing Council ~~Sept~~ 2016

Governing Council Chair: [Signature]  
Date: 6/9/16

Director: Catherine Bay  
Date: 6/9/16



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## Behaviour Education Policy

*Documented guidelines regarding behaviour and guidance for children help ensure that children, families and staff have a safe environment, and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.*

### **As a staff team we believe:**

- All children have the right to feel secure and to learn and develop in a psychological and physically safe environment
- Children have a right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and adults
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's well being, learning and development.
- The consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours
- That family consultation is valued and their individual perspectives respected
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set
- No child should be made to feel rejected, insecure, embarrassed or ashamed.

### **As a staff team we promote and support positive behaviour and interactions by:**

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- Ensuring that limits set are reasonable and understood by all children and adults
- Providing an enriching and engaging program that enables each child to experience success, a sense of well being and gives opportunities to express feelings through sensory and other forms of play
- Using positive verbal and non verbal guidance including; visual supports
- Demonstrating empathy and sensitivity to each child, being mindful of the variety of factors that influence behaviour
- Planning opportunities for the development of skills including; resilience, agency (being able to make choices and decisions to influence events and to have an impact on one's world), entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour
- Valuing children as individuals within their family and cultural context
- Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible
- Encouraging open two-way communication with families to ensure that each child's rights are met.