Henley Community Kindergarten’s
Behaviour Support Policy

Our Kindergarten’s Behaviour Support Policy has as its objective the establishment and maintenance of a positive learning environment which increases the children’s responsibility for managing their own behaviour. To achieve this:

- We accept that children feel angry, frustrated and upset at times and need help to express their feelings appropriately.
- We aim to provide opportunities and support for children to experience success.
- We will develop behaviour codes in partnership with the children and their families.

BEHAVIOUR CODE

- **You cannot hurt yourself**
- **You cannot hurt other people**
- **You cannot hurt something that does not belong to you**

We aim that children will develop positive relationships with other children and adults and communicate with them in a non violent manner. Children will behave in a manner which ensures the right of themselves and others to feel safe and valued in the learning environment.

<table>
<thead>
<tr>
<th>Acceptable Behaviour</th>
<th>Non Acceptable Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respecting and caring for each other</td>
<td>Bullying</td>
</tr>
<tr>
<td>Sharing</td>
<td>Hitting</td>
</tr>
<tr>
<td>Being cooperative</td>
<td>Spitting</td>
</tr>
<tr>
<td>Being polite</td>
<td>Pinching</td>
</tr>
<tr>
<td>Participating in activities</td>
<td>Swearing</td>
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<tr>
<td>Being friendly</td>
<td>Name calling</td>
</tr>
<tr>
<td>Helping</td>
<td>Pushing</td>
</tr>
<tr>
<td>Using appropriate social language</td>
<td>Throwing things</td>
</tr>
<tr>
<td>Karate kicks</td>
<td>Biting</td>
</tr>
</tbody>
</table>

Staff will

- Model appropriate behaviour
- Provide opportunities for children to take risks and experience success
- Be positive
- Value children as individuals
- Encourage children to accept responsibility
- Provide opportunities for problem solving
- Provide many opportunities for talking and asking questions
- Help children recognize feelings
- Help children to handle their feelings
- Make learning relevant and manageable for children
- Be fair and patient
- Be consistent and follow through when managing behaviour
Children will
- Be happy
- Be confident
- Share
- Be relaxed
- Become assertive
- Show initiative
- Take risks
- Solve problems
- Be able to communicate effectively
- Be able to express feelings, wants and needs
- Be able to work together in a cooperative manner
- Respect others
- Take responsibility for their own actions

MANAGEMENT OF BEHAVIOUR
Staff will discuss, explain clearly what is expected, and model appropriate behaviour with children. Appropriate behaviour will be positively reinforced by a smile, comment, sticker etc from staff.

Children will be coached in Protective Behaviours. This is when children are empowered to use appropriate language and actions to protect themselves from inappropriate language and actions of others.

This helps children learn acceptable behaviour from peers.

Inappropriate behaviour that persists beyond peer support and positive encouragement will be discouraged by a systematic process:

**Action 1** The child will be warned in this way.....
“I don’t want you to ____________ because________________”

**Action 2** A second warning will follow if the behaviour continues.
“Stop or you will have to sit out for a minute”

**Action 3** If the behaviour continues to break the Kindergarten Behaviour Code, then the child will be asked to sit down at the spot of infringement for one minute or less.
At the end of this time, staff will talk about the behaviour with the child after which the child may resume play.
If the child is not willing to comply with appropriate behaviour, child may be redirected to another activity.

**Action 4** When unacceptable behaviour is frequent and persistent, the teacher will contact the child’s parent / caregiver. Together they will work out a solution.

*Our Behaviour Management Policy does not include physical, verbal or emotional punishment for example smacking, slapping, shaking, putdowns, name calling, shouting or any punishment that humiliates, frightens or threatens the child.*

PARENTS It is vital that when children present with challenging behaviours that they are not given an audience as this can act as a reward. We ask that you please move away.
Restorative Justice Practices

Our Teachers want to be “fair and just” and children to be happy and learn from difficult situations.

Instead of asking “WHY” questions when things go wrong we ask more “WHAT” questions.

➢ What happened?
➢ Who has been hurt? or What has been damaged?
➢ What can we do to make it better? Or What can we do next time?

We could then also ask:
➢ How do you feel now?
➢ What would you like .......... to say or do now?

The “why” questions tend to focus on blame and resulting punishment. The restorative focus is on the resulting harm, and deterrence is linked to relationships and personal accountability. The general restorative approach is to manage conflict and tension by focussing on repairing harm and strengthening relationships.

Reviewed 14/5/2014