St Helen’s Park Kindergarten

Wellbeing Policy

Principles
as educators we believe

◊ All individuals will be treated with respect at all times
◊ Everyone has rights and they need to be upheld
◊ Protective Behaviours strategies are employed: each child has the right to feel safe and secure within the kindergarten at all times
◊ Value is placed on listening to each other
◊ Expectations of children’s behaviour are expressed positively and explicitly and are developmentally appropriate
◊ Partnership is necessary between staff, children and families if a safe and caring community is to be created and if responsible behaviour is to be developed
◊ Behaviour is to be viewed as a form of communication from the child to his/her world. The adult needs to examine what the individual child is attempting to communicate and then teach more functional ways of communicating their needs
◊ Individuals must accept responsibility for their own behaviour according to developmental ability
◊ Kindergarten will focus on providing opportunities and support for children to experience success. The time and attention given by staff to positive, appropriate behaviour must be noticeably greater than that spent on inappropriate behaviours
◊ Inappropriate behaviours have consequences which must reflect the dignity and rights of the child:-

  Consequences will never include physical, verbal or emotional punishment (i.e. smacking, slapping, shaking, “put-downs”, name calling, shouting) and any punishment that humiliates, frightens or threatens the child

  Consequences will not result in the child being isolated (left alone) for any length of time. Time-out may be used for dangerous/unacceptable behaviour but the child will still be supervised by a staff member

  Unacceptable/dangerous behaviours which are repeated or prolonged may require support from Regional personnel
◊ At times children may feel angry, frustrated, frightened, tired, disappointed and upset and need help to express these feelings appropriately

We will respond to challenging behaviours by:
◊ Reminding children that every child has the right to feel safe
◊ Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately

Behaviour Management policy- June 2012
Review Dec 2016
Reference: Behaviour Support Policy For Early Childhood Services © 2004
http://DECD policies
◊ Use strategies that support restorative practice- address the needs of the child, discuss the issues, redirect play
◊ Work with the community and families for a positive partnership to support wellbeing and learning. Individual behaviour plans are implemented with the family where necessary.
◊ Working with children to reflect a positive environment, using positive reinforcement.
◊ Staff will seek assistance for support services when required
◊ Children will only be withdrawn, accompanied by an adult, in dangerous or extreme behaviours

Children will be asked to change environments accompanied by an adult when they exhibit dangerous behaviour, or extreme disruptive behaviours.

Behaviour management is to be put into practice by the staff member directly involved. Consequent actions are to be implemented by that person unless specific directions are given to another staff member

Further information is available at DECD Behavior Support Policy for Early Childhood Services

**AIM:** for each child to be successful and an included member of kindergarten life