

Behaviour Management Policy

Rationale:

Shared understandings and consistent practice amongst teachers about strategies to manage behaviour, foster children's social competence and promote optimum learning environments.

Objectives:

- To ensure that Small World is a safe, nurturing, respectful and responsive learning environment for all children at all times.
- To ensure that all teachers employ behaviour management strategies which are educative, fair, equitable and consistent.
- To establish clear behavioural ground rules for all children at the centre.
- To develop a positive framework for identifying children who need additional or special support to become socially competent.

Shared Understandings:

- All behaviour has a function.
- Children's feelings deserve respect.
- Social competence is culturally defined.
- Social difficulties provide opportunities to teach.
- Direct adult communication enhances effectiveness.
- Meaningful relationships are required before teachers can intervene effectively to promote social competence.
- Optimum teacher intervention promotes social competence.
- Teachers' expectations shape children's characters.
- Teachers' interactions with children and other adults model social competence.
- Open communication with parents and families fosters social competence.
- Mistakes are learning opportunities.

Procedures:

At Small World teachers will manage behaviour positively and will use strategies that are informed by their knowledge of individual children, and the context and function of the behaviour.

In managing children's behaviour, teachers will use one or more of the following strategies -

- Articulating ground rules (and the reasons behind them) positively and directly and applying them fairly, consistently and equitably.
- Expressing respect for children's feelings.
- Offering children options for socially competent ways to express feelings.
- Offering children choices and/or redirecting children.
- Encouraging children to resolve their own conflicts and offering solutions when required.
- Reinforcing and encouraging positive behaviour.
- Ensuring praise is meaningful, genuine and specific.

- Respecting children's preferences when they do not contravene the centre's ground rules.
- Accommodating individual differences when possible.
- Supporting the 'hurt' child first in disputes and assisting children to develop empathy for the feelings of others.
- Helping children cope with adversity.
- Liaising effectively with other significant adults in the child's life.
- Using minimal physical constraint only when children present a danger to themselves or others.
- Ensuring that discussion about behaviour occurs away from children.

In managing children's behaviour teachers will never, or never allow others to –

- Immobilise children
- Deprive children of food, shelter, warmth or care
- Physically ill-treat children
- Emotionally ill-treat children (e.g. belittling, blame, labelling, harsh language, comparisons etc.)
- Subject children to solitary confinement or isolation (including 'time out')

The Small World Ground Rules

The behavioural ground rules for children at Small World will become progressively more sophisticated with each stage of development. All ground rules however stem from our commitment to encourage children to care for themselves, others, and their environment.