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## Policy Statement

Reviewed 2014; 2016

### Behaviour Management Policy: Junior Primary – Kindergarten to Year 2

#### Rationale

At St Andrew's Catholic Primary School we believe the provision of a high quality early childhood setting involves a consistent, positive approach to behaviour management, that takes into account the needs of each individual child and the well being of the group as a whole.

Educators who give priority to nurturing relationships and providing children with consistent emotional support can assist children to develop the skills and understandings they need to interact positively with others (*EYLF 2010*). 'Relationships that are responsive, respectful and promote children's sense of security and belonging free them to explore the environment and engage in learning' (The National Quality Framework; Quality Area 5, 2011).

St Andrew's early childhood setting incorporates the philosophies of *Kelso's Choices Conflict Management Skills Program*. Further information on this program is available from the school. The setting embraces a 'No Bullying' culture and philosophy, which is embedded in the school policy and practice believing that all members of the early childhood community, children, families and staff should feel safe from bullying within the setting.

#### **BEHAVIOURS WE ENCOURAGE INCLUDE:**

- Respecting, caring and helping each other.
- Respecting and caring for school resources and environment.
- Appropriate greeting, farewell and social responses e.g. "please", "thank you", "good morning".
- Independence and self-reliance, with the ability and confidence to ask for help when needed.
- Curiosity and creativity: the use of imaginative role-play for problem solving.
- Positive interactions.
- Sharing, turn taking and cooperating.
- Safe play and valuing people's opinions.
- Recognition of the natural and logical consequences of behavior.
- Observance of routines.
- Communicating needs and feelings in appropriate ways.
- Complimenting each other and maintaining a positive attitude: finding the good in others.

#### **BEHAVIOURS WE DISCOURAGE INCLUDE:**

- Actions that may be harmful to self or others such as running inside, pushing, kicking, hitting, throwing objects and biting.
- Hurting others' feelings through negative language: verbal abuse, 'put downs', bullying, name calling and swearing.
- Aggressive behaviours and control through 'power games'.

- Excluding others from games and play including exclusion due to gender, racial or cultural biases.
- Destructive actions which may result in breakage, destroying of equipment, furniture, environment and others or own belongings.
- Inappropriate toileting behavior.
- Inappropriate use of voice level or tone: use quiet voice inside and under verandas.
- Intrusion into another person's learning environment, physical/personal space, rights or privacy.

**IMPLEMENTATION PLAN**

We manage behaviour by:

Kindergarten and Pre-primary	Years 1 & 2
<ul style="list-style-type: none"> <li>● Modelling and rewarding appropriate behaviour by:               <ul style="list-style-type: none"> <li>○ Encouragement and praise</li> <li>○ Positive reward system in class</li> <li>○ Stickers, stamps</li> <li>○ Merit Awards and MJR awards (P only)</li> <li>○ Warm and Fuzzy tokens for displaying Jesus like behaviours in the playground and classroom (P only)</li> </ul> </li> <li>▪ When 3 tokens are earned children receive a prize from the Leadership Team</li> <li>○ Certificates and take-home class bear (K only)</li> <li>● Creating classroom rules and routines</li> <li>● Discuss logical consequences through the use of an “if....then...” statement. This helps the children to see the logical outcomes of their actions. e.g. If you run inside then you can trip over.</li> <li>● Discussing specific rules for safety and fairness, explaining the reason for these and the consequences of certain behaviours.</li> <li>● Teaching the children appropriate problem solving strategies through the implementation of Kelso’s Choices conflict Management Skills Program.</li> <li>● Teaching the children to use Protective Behaviours language:               <ul style="list-style-type: none"> <li>○ Saying “Stop it! I don’t like it when you...”</li> <li>○ Saying “No” appropriately</li> <li>○ Talking about their feelings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Modelling and rewarding appropriate behaviour by:               <ul style="list-style-type: none"> <li>○ Encouragement and praise</li> <li>○ Positive reward system in class</li> <li>○ Stickers, stamps</li> <li>○ Merit Awards and MJR awards</li> <li>○ Rewards for displaying Jesus like behaviours in the playground.</li> </ul> </li> <li>▪ Children can also receive a reward from the Leadership Team at teacher’s discretion or be sent for ‘happy interviews’.</li> <li>● Creating classroom rules and routines</li> <li>● Discuss logical consequences through the use of an “if....then...” statement. This helps the children to see the logical outcomes of their actions. e.g. If you run inside then you can trip over.</li> <li>● Discussing specific rules for safety and fairness, explaining the reason for these and the consequences of certain behaviours.</li> <li>● Teaching the children appropriate problem solving strategies through the implementation of Kelso’s Choices conflict Management Skills Program.</li> <li>● Teaching the children to use Protective Behaviours language:               <ul style="list-style-type: none"> <li>○ Saying “Stop it! I don’t like it when you...”</li> <li>○ Saying “No” appropriately</li> <li>○ Talking about their feelings</li> </ul> </li> </ul>