



# St. Thomas School & Pre-school

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## Behaviour Management Policy

### Policy

Our aim at St. Thomas Pre-school is to facilitate each student's ability to develop a sense of personal responsibility and agency over their behaviour.

### Rationale

As a Catholic school, in the Mercy tradition, St. Thomas School & Pre-school recognizes and celebrates the presence of God in each individual. Therefore, the Pre-school has a responsibility to its staff, students and families to ensure that the behaviour of students is appropriate and leads to the building of an environment where all members of the Pre-school community feel safe, cared for and respected.

All policies and procedures in relation to student behaviour emanate from –

- The right of students to feel happy, safe, respected and to learn and play free from undue interference and distraction resulting from the inappropriate behaviour of other students.
- The right of educators to feel happy safe and respected and to teach free from undue interference and distraction resulting from inappropriate student behaviour.
- The need for all members of the Pre-school community to respect themselves, one another, our environment and the property of others.

### As a staff 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.
- That the consideration of children's individual, and contextual needs are crucial to successful learning and the development
- That 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

## **Pro-active and Preventative Aspects of Behaviour Management/ Classroom Management/Positive Reinforcement and Encouragement**

- As a staff team we promote positive behaviour and interactions by:
- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provided 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 wellbeing and gives opportunities to express feelings through sensory and other forms of play
- Using positive verbal and nonverbal guidance
- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
- Planning enabling opportunities for the development of skills including resilience, agency, 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 modeling 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

### **We will respond to challenging behaviours by:**

- Reminding children of expectations and limits and the reason for these
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately
- Using Restorative Justice practices that support children to empathise with others and restore relationships
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's wellbeing and learning
- Assessing individual children's learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours
- 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 when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time