



# KELVIN GROVE STATE COLLEGE

## Children's Centre

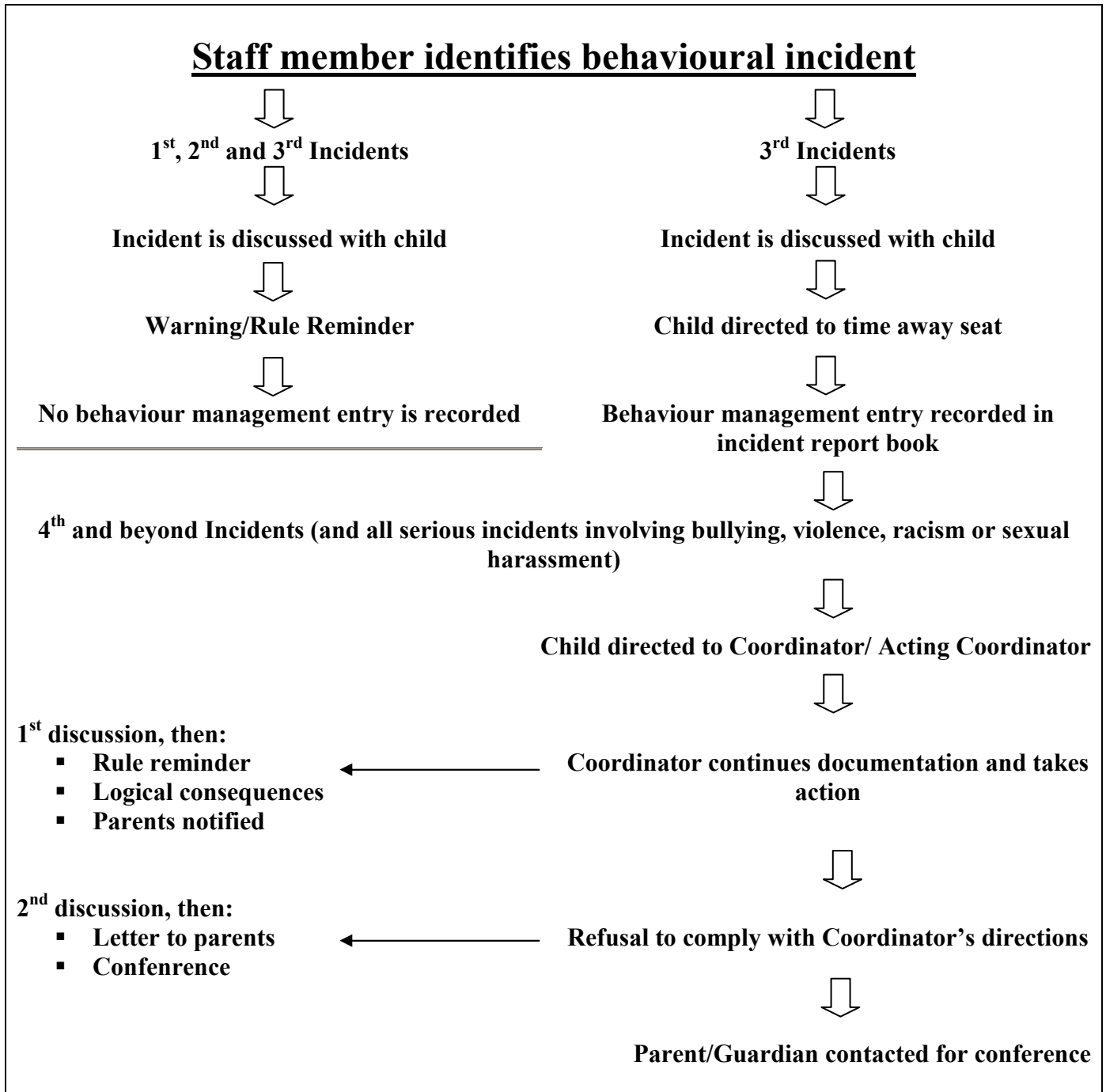
T H E P U R S U I T O F E X C E L L E N C E T H R O U G H L E A R N I N G

# Behaviour Management and Support

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## Guidelines for Addressing Behaviour Management Incidents

The following chart provides a process of managing incidents during Kelvin Grove State College Children's Centre hours



Every effort is made to follow an orderly escalation of consequences to inappropriate conduct – Potentially leading to exclusion. However, the safety of children and staff will be given priority in making such decisions.

**Exclusion is a possibility, safety comes first.**

## **Kelvin Grove State College Children's Centre**

### **Rules of Behaviour**

- 1. We keep our hands feet and objects to ourselves.**
  - 2. We treat others, as we would like to be treated, with respect.**
    - a. We speak nicely.
    - b. We include others in our games.
    - c. We share.
    - d. We respect the feelings of everyone.
  - 3. We always play safely.**
    - a. We walk inside.
    - b. We use all equipment as it is meant to be used.
    - c. We play in bounds and where carers can see us.
    - d. We wear hats, sunscreen and shoes outside.
  - 4. We clean and pack up after ourselves.**
    - a. We bring equipment back inside.
    - b. We put our rubbish in the bin.
    - c. We pack equipment up before we get more out.
  - 5. We listen to carers and follow directions.**
  - 6. We accept responsibility for what we do and the consequences if we do not follow the rules.**
  - 7. Most importantly, we will try new things and have fun.**
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## Prevention and Positive Reinforcement

### **Learning the Rules of Behaviour:**

The Centre has clear and concise behavioural expectations. These expectations are displayed prominently about the Centre and staff give frequent reminders to individuals and the group. During any behavioural incident an individual will receive a rule reminder before being guided towards a positive activity.

### **Praise:**

Staff regularly and openly praises individuals displaying positive behaviours in front of the group. The Centre also:

- Has a praise board for the display of positive behavioural achievements
- Participates in the college award system
- Rewards positive behaviour through a lucky dip prize
- Regularly informs parents of their child's positive behaviour.

### **Modelling positive behaviour:**

Staff are required to model appropriate behaviour at all times through their interactions and communications with each other, families, children and other visitors to the Centre.

### **Reporting:**

Children are encouraged to approach a staff member with any concerns they may have at any time, confident their concerns will be valued and acted upon.

### **Consequences:**

The consequences for poor behaviour are consistent and fair at all times. Children are informed of these consequences.

### **Reviews:**

The Centre regularly reviews its behavioural policies too gauge its effectiveness in keeping with best practise and the needs of the children.

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## **Bullying Policy**

The Centre recognises the potential for and the effects of bullying incidents within a School Age Care setting and strives to prevent such incidents from occurring. Every child attending the Centre has the right to feel safe and free of physical abuse, intimidation, verbal or psychological harassment. Where bullying incidents do occur the Centre will respond immediately to reported incidents.

### **Preventative measures:**

- The Centre has clear and concise rules of behaviour regarding communication between children, including each other in games, and guidelines for physical activity. These rules are prominently displayed at the Centre.
- Staff at the Centre model positive and appropriate communication and interactions at all times.
- The staff, guided by children, identifies areas where bullying may occur and these areas are rigorously monitored by staff.
- The Centre has resources on display to increase the awareness of bullying, its participants, the effects, reporting and strategies for prevention.
- The consequences for bullying are appropriate to the nature of the incident and reflective of community standards common knowledge to everyone.
- Staff encourages children in positive ways and support constructive activities. By helping individuals build self esteem the Centre aims to minimise the likelihood of bullying incidents.

### **Reporting:**

- The Centre handles reports of bullying incidents with all confidentiality.
- The Centre provides for different methods of reporting (i.e. reporting box, approaching a staff member). Reporting can be anonymous.
- Children are encouraged to report all incidents of bullying to a staff member, whether they are victim or witness.

### **Intervention:**

- Staff listen attentively to the reporting child and encourages them to give a full recounting of the incident through open questioning.
- The staff member will then discuss the incident with the alleged bully and give them a chance to put forward their side of the story.
- Once the nature of the incident has been established and its participants identified the staff member will:
  - Praise the victim for having the strength to come forward.
  - Let the victim know that it is their right to feel safe while attending the Centre
  - Discuss possible strategies to minimise the potential for further incidents.
  - Discuss possible coping strategies in the event of another incident.
  - Discuss the incident with the alleged bully and identify the rules that have been broken.
  - Discuss with the bully the feelings their actions have caused the victim.
  - Give appropriate consequences for the incident.
  - Write a written report about the incident and inform the Co-ordinator of the incident.
- The Co-ordinator will report the incident, and subsequent action taken, to the parents of the victim and bully.
- The incident will be reported to the college.

### **Consequences:**

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The consequences for bullying will vary according to the severity of the incident. Consequences may include:

- Time out
- Reduction of privileges, such as access to equipment
- Attending on a Contract of Behaviour
- Suspension or exclusion.

**Referral:**

Where the nature of the incident is severe, or where the behaviour is repeated, the Centre will liaise with the college and have the matter referred to a bullying referral teacher.

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