

Example of a behaviour management plan

Behaviour Management Plan (example)			
NQS Addressed	Quality area 5, Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults		
Name of Child	J (maintain confidentiality by using first initial only for assessment purposes)		
Age	4 years		
Start date	12/11/16	End	ongoing
Behaviour of concern			
physical aggression towards peers especially when joining ongoing play, at group time and when required to share resources			
Alternative behaviours – short term goals			
Child will be able to respond to conflict verbally with support Child will be supported to be fair and kind to others			
Long Term goals			
child will be able to respond to conflict verbally without educator intervention child will understand fairness and develop positive relationships with peers			
Childs Background			
behaviour first noted on enrolment – 4 weeks ago no other developmental concerns; English speaking background; no siblings; comes 2 days a week; first time in an education and care setting; stays with grandparents other days; mum and dad both work full time			
Alternative behaviours in need of support		Known warning signs of impending behaviour	
1. responding to conflict verbally instead of physically 2. sitting appropriately in a large group for story 3. sharing resources		1. entering ongoing play 2. play interrupted for story 3. limited number of resources for size of group	
Preventative strategies and techniques			
1. Assist child to enter ongoing play, modeling verbal strategies 2. Give appropriate warning when playtime is ending, allow large blocks of time for play, choose stories of interest to the child 3. Ensure group size matches the number & availability of resources; discuss fairness and model sharing when resources are limited; plan discussions of fair access to resources 4. Behaviour guidelines visual cues 'rules' displayed and discussed regularly "we use our words to solve problems" "we are fair and kind to others"			
Consequences for inappropriate behaviour		Responsibility for implementing consequences	
Time away from play area and/or experience after a verbal warning, directing child to guidelines for behaviour (above) saying, "remember our rules or you will have to move away"		All primary contact staff	

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Move child away from area of play/experience	
Good behaviour recognition	Responsibility for providing good behaviour recognition
Verbal recognition specifically addressing the behaviour that is to be encouraged “you are doing a great job of using your words to solve problems” “that was a very fair and kind thing to do” Together with smiles of encouragement, hugs/handshakes. (These techniques apply to all children)	All primary contact staff
Support Internal and resources needed	
Human resources: Educators, management, students and volunteers Other resources: camera, computer, printer and laminator for making behaviour guidelines display cards	
Support external	
Family support ACECQA – EYLF OUTCOME 1.4 – children learn to interact with others with care, empathy and respect Standard National Law (s) and National Regulations (r) 5.2 6 Offence to use inappropriate discipline 5 Interactions with children 5 Relationships in groups	
Review date	8 weeks
Benchmark	noticeable reduction in aggressive behaviour Short term goals are met
2nd review date	6 months
Benchmark	Significant reduction in aggressive behaviour Long term goals are met