



The Willows
Children's Centre
for Early Childhood
Development and Parenting



BEHAVIOUR MANAGEMENT POLICY

INTERACTIONS WITH CHILDREN

We believe that everyone has the right to feel safe all of the time and we actively teach this to children through our protective behaviour programme.

Children come to preschool from a variety of social backgrounds. They need time, opportunity and space to learn with other children - how to play, share, take turns and care for others as well as their environment.

We acknowledge that children feel angry, frustrated and upset at times and need help to express feelings appropriately.

We believe children respond and their behaviour changes when it is handled in a positive manner.

Children learn best when they experience success and have positive self-esteem.

Staff and parents need to work in partnership being consistent creating a safe, secure environment for children and model appropriate behaviours.

METHODS WE USE FOR UNSAFE BEHAVIOUR/BULLYING AVOIDANCE

- Discuss safety in the preschool with the children establishing the rules and expectations
- Children to use 'Let's talk about it' approach to encourage problem solving, listening and to be aware of the rights of others. 'USE WORDS'.
- Adults to work alongside children to model appropriate behaviour and discuss consequences of unsafe actions.
- If unsafe or inappropriate behaviour recurs, support the child to engage appropriately.

If unsafe behaviour/bullying is repeated and ongoing we will develop a BEHAVIOUR MANAGEMENT PLAN for that particular behaviour in consultation with parents.

Behaviour management protects children and teaches them responsibility for their own actions. To learn self-control children need opportunities to make their own choices and learn to deal with the consequences in a supportive environment.

Appendix 1

The Willows Children's Centre

BEHAVIOUR GUIDANCE CODE

Documented guidelines regarding behaviour and guidance for children help ensure that children, families and staff have a safe environment, and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

As a staff team 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 wellbeing, learning and 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

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 provides 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 non-verbal 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 modelling 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 behaviour by:

- Reminding children of expectations and limits and the reasons 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 time