

# Barker Kindergarten

## Wellbeing policy

National Quality Standard 5.1, 5.2



*As a community our philosophy states our shared beliefs about children and learning. We believe that children learn through their relationships with their peers and educators in a play based learning environment. We recognize that all behaviour is a form of communication and is an opportunity for each individual to learn. Guidelines regarding behaviour and guidance for children help ensure that children, families and educators have a safe environment and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.*

### **As educators we believe:**

- All children have the right to feel safe, secure and to learn and develop in a psychological and physically safe and supportive learning 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 educators. Early behaviour intervention is effective in preventing and minimising the development and long term effects of challenging behaviours.
- Effective communication and learning occurs when children, families and educators work in partnership to develop common goals for a child's wellbeing, learning and development. This partnership is crucial as we share responsibility for modelling appropriate behaviours and sharing information with each other. Individual family preferences and cultural perspectives are respected.
- That the consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours. Children's behaviour may be affected by age, development, special rights or additional needs, general health and wellbeing, relationships with families, home life or traumatic events, relationships with other children and educators and the available play based learning environments.
- That children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set and strategies address the needs of individual children, including those with disabilities, developmental delay, gifted development and children with emotional needs.

### **As educators we promote positive behaviour and interactions by:**

- Planning for and providing an environment that promotes a sense of belonging, being and becoming.
- Providing an enriching and engaging play based program that enables each child to experience success, a sense of wellbeing and gives opportunities for children to express their feelings through play. Toys and clothing that promote violent play actions and words are discouraged.
- Using positive verbal and non-verbal language.

- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour encouraging them to develop empathy and understanding, self-respect, self-discipline and self-control.
- Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, positive conflict resolution, independence, leadership, respect for others and communication.
- Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences through discussion with children individually, and in groups, ensuring that limits set are reasonable and understood by all children and educators.
- Intentional teaching and modelling of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible. Appropriate behaviours are embedded in the curriculum (e.g. sharing, taking turns, caring and kindness working together cooperatively, being polite, being respectful and listening to others).
- Encouraging open communication with children, families and educators to ensure that each child's rights are met.

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

- Reminding children that everyone has the right to feel safe at Barker Kindergarten.
- Reminding children of expectations and limits.
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately.
- Use strategies which include redirecting the play; offering choices; talking about the problem; ignoring the problem if it is not dangerous. Strategies address the needs of individual children including those with disabilities, developmental delay, gifted development and those with emotional needs.
- Developing partnerships with families at the earliest opportunity to work together positively to assist the child's wellbeing and learning. Developing, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services where necessary.
- Assessing individual children's learning and development and reflecting on and reviewing the play based learning experiences and how the learning environment supports positive behaviours.
- Being aware of our limitations and seeking assistance from support services when required.
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time.
- Provide positive reinforcement for behaviour when it is corrected.

Barker Kindergarten informs families about the Wellbeing Policy on enrolment. When enrolling their child at Barker Kindergarten parents/carers agree to respect and

adhere to the policy. Families will be asked to confirm that they have read and understood this policy by signing the information and consent form at the time of enrolment. The Wellbeing Policy will be reviewed annually to meet the current needs of children.

For further information please refer to DECS Behaviour Support Policy for Early Childhood Services (2004).

**Review Date: November 2018**

Revision Dates: November 2015, November 2016

**Endorsed and Ratified by:**

Director: *Bronwyn Smith*

Governing Council: *Garth Leese*

