



Fraser Park Preschool-7 School



Government of South Australia
Department for Education

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Behaviour Management Policy

NQS

QA2	2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
QA5	5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
	5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
	5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
	5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

National Regulations

Regs	168(2)(j)	Interactions with children including the matters set out in Regulations 155 and 156
Key Regs	155	An approved provider must take reasonable steps to ensure that the education and care service provides education and care to children in a way that:- (a) Encourages the children to express themselves and their opinions. (b) Allows the children to undertake experiences that develop self-reliance and self-esteem. (c) Maintains at all times the dignity and rights of each child

		<p>(d) Gives each child positive guidance and encouragement toward acceptable behaviour.</p> <p>(e) Has regard to the family and cultural values, age and physical and intellectual development and abilities of each child being educated and cared for by the service.</p>
	156 (1)	The approved provider of an education and care service must take reasonable steps to ensure that the service provides children being educated and cared for by the service with opportunities to interact and develop respectful and positive relationships with each other and with staff members of and volunteers at the service.
	156 (2)	<p>For the purpose of sub-regulation (1), the approved provider must have regard to the size and the composition of the groups in which children are being educated and cared for by the service.</p> <p>NOTE – A compliance direction may be issued for failure to comply with sub-regulation (1)</p>

EYLF

1.1	Children feel safe, secure, and supported
1.4	Children learn to interact in relation to others with care, empathy and respect
2.1	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
2.3	Children become aware of fairness
2.4	Children become socially responsible and show respect for the environment

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.
- Staff and families need to share responsibility, being consistent at all times, creating a safe, secure environment for children and modelling appropriate behaviours.
- Children behave in ways which are meaningful and purposeful, based on their perceptions of the best ways to meet their particular needs in a situation or context.
- It is the responsibility of families and staff to equip children with decision making skills to make appropriate behavioural choices to help meet their needs.

- All individuals and groups within the Fraser Park community must be valued and treated with respect.
- The diversity within this community will be acknowledged in responses to children's behaviours.
- Staff will acknowledge that children have different levels of ability to learn and cooperate.
- Most inappropriate behaviours indicate that children need more learning, practise, support and counselling.
- That the consideration of the children's individual and contextual needs are crucial to successful learning and the development of positive behaviours.
- In preschool, children often have unpredictable moods as their self-regulatory skills are developing. We believe that positive development of self-regulation helps children with school readiness. Children therefore need opportunities to discuss and practise appropriate behaviours. For children with disabilities, appropriate behaviour management strategies are developed in the context of a Negotiated Curriculum Plan.
- A partnership is necessary between staff, children and their families, if a safe, caring, orderly and productive community is to be created and is responsible child behaviour is to be developed.
- A whole Fraser Park Preschool-7 School community approach to the management of children's behaviour will provide a consistent environment in which children can learn to take responsibility for their own behaviour.
- 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.
- Staff who understand a range of models and are supported in implementing them, are better able to develop successful engagement and to assist children and their families in making decisions about behaviour.

As a staff team we promote positive behaviour and interactions by:-

- Providing staff with opportunities to develop a wide range of skills in managing behaviours.
- Promoting the Fraser Park Preschool-7 School Values—
CARE
RESPECT
ENTHUSIASM
FUN
- Teaching children to accept responsibility for their behaviours through being involved in decisions about behaviour and staff explicitly teaching and modelling responsible behaviour.
- Maintaining consistent reinforcement and expectations of children accepting responsibility for their behaviours.
- Using Restorative Justice as a method to teach responsibility for behaviours.
- 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.

- Exploring possible causes and implementing strategies for behavioural changes to increase the level of successful learning. Strategies may include reviewing and reforming preschool structures, practice of curriculum and involving DECD and other interagency services.
- Demonstrate empathy and sensitivity to each child, being mindful of factors that influence behaviour.
- Planning and 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.
- Working in partnership with families to identify shared values regarding children's behaviours, to clarify expectations and consequences in the Preschool's Behaviour Management Policy and to ensure that they are being applied consistently.
- Taking the initiative in establishing partnerships.
- Involving children in goal setting, developing group norms and the development of behavioural expectations.
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible.
- Encouraging open communication with families to ensure that each child's rights are met.

We will respond to challenging behaviours by:-

- Taking into account the diversity of the community, and individual children's developmental levels when formulating appropriate responses to inappropriate behaviour.
- 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 at all times.
- Adhering to the guidelines of the Protective Practices for Staff in their interactions with children and young people published by DECD in 2011.
- Follow the Dealing with Extreme Behaviours Action Plan

BEHAVIOUR FLOW CHART

*We Value
Learning with Respect, Fun, Enthusiasm and Care*

Some behaviours that may result in Reminders or Redirection

Out of bounds	Climbing trees	Not following instructions
Swearing	No hat	Minor vandalism
Name calling	Playing in toilets	Running inside
Yelling inside	Tantrums	Climbing fences
Violent or Aggressive play	Wanting to touch other children's genitals	Games (eg) doctors/nurses – "show me yours and I'll show you mine"



Some behaviours that result in Intentional Teaching and Redirection

Racism	Hitting others	Dangerous behaviour
Bullying	Inappropriate language	Persistent violent play
Violent tantrums	Following others into toilets to look at them or touch them	Biting
Eating others food	Urinating outside	Hurting animals
Vandalism	Defecating outside	



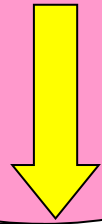
Some behaviours that require Withdrawal, Intentional Teaching and Talking to Families

Overt sexualised behaviour	Chronic peeping	Persistent violent tantrums
Continual bullying	Extreme violence	Extreme violent play
Persistent hitting	Persistent biting	Continually defecating outside
Pulling other children's pants/skirts down/up against their will	Explicit sexual conversation using sophisticated or adult language	Persistently following others into toilets to look at them or touch them
Continually urinating outside (>4 – 5 years)		

ACTION PLAN

Dealing With Extreme Behaviours

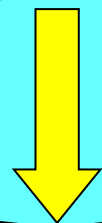
When children exhibit behaviours such as persistent hitting, violence, persistent tantrums and continual bullying, staff are to follow the following process.



Talk to the child.
Get them to help fix the problem
and restore the relationship.



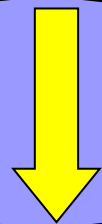
If behaviour continues
hold child's hand and walk around with them.
Talk to the child and show them appropriate
ways to play, redirect them to an
engaging activity.



If behaviour still continues
refer to Pulyeri teacher who may
refer to Principal or Counsellor
for temporary removal.



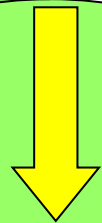
Re-entry to Pulyeri
must follow a Restorative process
between the children/child and
Pulyeri staff.



ONLY the Principal has the authority to
send a child home.



Use Restorative and positive language
at all times.



Review

The policy will be reviewed every 2 years. The review will be conducted by:
Governing Council, Employees, Families, and Interested Parties.

Review	Changes made	Reason
September 2016	Action Plan-Dealing with Extreme Behaviours	Determined to be needed
May 2018	NQS Elements	NQS Update

Revised May 2018 Ratified October 2018