



## **Behaviour Support Policy**

The Children's Centre is committed to providing and maintaining a safe and healthy environment for its staff, children and visitors. We are committed to providing quality teaching in a supportive and caring learning environment.

### **Belief Statement**

Behaviour is a form of communication and children need to express emotions such as anger, frustration and distress. When challenging, complex and unsafe behaviours are displayed they are an indicator that the child needs support to express their feelings in safe and productive ways.

We believe children learn best when they experience success and have a positive self-image and have quality relationships with their educators. Developing and maintaining a supportive, positive, caring relationship with each child is vital in any learning situation and remains paramount.

We acknowledge that each child is an individual who comes to preschool with their own cultural values.

All children have the right to feel safe.

Effective learning occurs when families and educators work together.

No child should be made to feel rejected, insecure, embarrassed or ashamed.

Children should not experience distress for long periods.

Learning is a lifelong experience. Educators will constantly update their knowledge and skills through professional development to build knowledge about children, diversity and learning processes to be able to effectively support children using proven effective strategies.

### **Expectations**

Our expectations of behaviour are based on care and respect. We encourage children to develop empathy, understanding, self-respect, and self-control.

We support all children through planning, modelling, mentoring and giving explicit instruction.

We promote respect and care for each other, for our things, for our environment and promote use of socially acceptable language and actions.

### **Behaviours**

Preschool and other care settings are often a child's first group based social experience outside the family. behaviour can range from being positive, inclusive and respectful, to testing boundaries or established rules, to challenging behaviours that require more persistent guidance, to complex behaviours that are unsafe to the child and those around them.

Emotions associated with separation from a parent or carer can range from being upset, to anger or distress.

Disagreement or conflict over resources or play spaces is developmentally appropriate. Learning to ask, wait or give resources to others is part of learning to take turns. Such conflicts between equals and single incidents are not defined as bullying. Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group. All incidents are treated on an individual basis.

### **Response**

At the Children's Centre we will use a variety of methods to nurture positive behaviour, reduce inappropriate behaviour and manage challenging behaviour. Educators will:

- Build positive relationships with children by spending time with each child, following their lead and offering help
- Promote, model and support productive and positive behaviour
- Explicitly teach and reinforce appropriate rules
- Use positive teaching techniques to reinforce appropriate behaviours, communication and play skills such as modelling respectful behaviour, conflict resolution strategies and specific praise
- Implement intervention strategies including effective direction, positive guidance, use of visuals to support communication, distraction, re-direction, positive reinforcement, ignoring (when there is no risk to safety)



- Implement a range of strategies based on knowledge of the child's personality, preferences, sensitivities, the environment and group dynamics, acknowledging that not all strategies will work for all children
- Teach children to recognise and express feelings appropriately through informal and formal learning opportunities, including story prompted conversations and social stories (short, simple stories, written from the perspective of a child, that delivers instruction on appropriate social behaviours)
- Support children to problem solve, negotiate, find resolutions and manage emotions in safe and appropriate ways, often through re-visiting the situation through conversations and social stories outside the moment of challenge to support pro-social and positive behaviours
- Provide a nurturing environment that promotes a sense of belonging and self-worth, and values the individual
- Guide other children away from continuing unsafe behaviours that pose a risk or guide the child displaying behaviours of safety concern to another area. An educator will always remain with all children involved supporting them through the experience
- Ensure quieter spaces are available, or made available, for children experiencing difficulty with big emotions who may be escalating or at risk of hurting themselves or others
- Provide calming sensory activities, quiet time or safe big movement suited to the child in that moment to support the child to calm and regulate
- Remain as close as the child is comfortable with, giving the child the time they need to regulate and be ready to re-enter the main play spaces successfully
- Develop individually tailored behaviour plans with families for children displaying ongoing or more challenging situations incorporating recommendations from specialist support staff through Student Support Services and external organisations
- Contact parents to collect their child from preschool if behaviour escalates, the child becomes distressed or if it is in the best interest of the child or other children.

#### **Informing parents/caregivers**

Parents will be informed of general behaviour issues that involve their child. Educators will not breach confidentiality by discussing details about other children involved in any incident.

#### **Grievance Procedures**

It is an expectation of the Centre that parents do not approach any child or parent of that child about any behaviour incident at the Centre. Please consult the Grievance Policy and/or speak to the Centre Director if you have any concerns.