



Policy: Behaviour Guidance

RATIONALE:

At Ingle Farm Children's Centre, we recognise that children's behaviour is a meaningful form of communication and serves a purpose. We are committed to ensuring that children have an unwavering right to receive dedicated support in their learning journey to cultivate appropriate behaviours

We know that:

- ❖ Everyone has the right to feel safe all the time
- ❖ The environment we provide is safe, happy, and inclusive
- ❖ Children learn best when the curriculum builds on prior experience, knowledge and skills supporting the child as an individual and as a member of a group.
- ❖ The curriculum we provide is purposeful, challenging, and interesting, where children can co-construct meaning and knowledge and have control over their learning and decision-making.
- ❖ Families and educators work together to develop consistent expectations to support children's learning.
- ❖ Young children are developing self-regulation skills; the ability to wait, to share, to appropriately express feelings (e.g., anger, sadness, fear, to cope with tiredness, disappointment etc). Their capacity to choose appropriate behaviour is influenced by their developmental ability, temperament, health, interactions, life experiences, culture, and environmental factors.

Our goal is to:

1. Provide a safe, secure and supportive environment in which children are successful in learning appropriate behaviours
2. Use a positive approach to behaviour management that considers child and contextual factors
3. Educators work in partnership with families to address children's learning.
4. Challenging behaviours are addressed in a timely and appropriate manner.

Ways we maximize positive behaviours:

- ❖ Child-led day designed with uninterrupted play and various active and quiet learning opportunities indoors and outdoors, promoting children's autonomy in learning choices.
- ❖ Visual strategies used to support understanding of routines, expectations, and decision-making.
- ❖ Challenging, stimulating environment tailored to children's needs, interests, and abilities to encourage growth.
- ❖ Encouraging problem-solving and emotional awareness, fostering compromise and empathy.
- ❖ Empowering children with protective behaviour strategies to manage conflicts assertively.
- ❖ Prompt and appropriate support for children facing difficulties or challenging behaviours.
- ❖ Provision of relaxation areas indoors and outdoors, allowing children to choose play types and develop self-regulation skills

Ways we support and respond to challenging behaviours

- ❖ Educators proactively anticipate situations and take preventive measures when possible.
- ❖ When children face difficulties, we engage them in open communication, helping them identify emotions and needs, and asking guiding questions like:
 - What do you need right now?
 - How can I help you?
 - What can you do to feel better?
 - How did you expect that action to help?
- ❖ Explaining the impact of certain behaviours to children who may not have been aware of the consequences.
- ❖ We empower children with choices to provide them with a sense of autonomy, sometimes offering limited options for decision-making.

- ❖ Adopting a solution-based, collaborative problem-solving approach, which involves:
 - Identifying the child's needs and desires.
 - Defining the problem at hand.
 - Assisting the child in finding the best solution.
 - Evaluating the effectiveness of the solution and making adjustments if needed.
- ❖ Utilizing "Time in" as a method to support children overwhelmed by emotions, with comforting physical presence.
- ❖ Offering "Time away" as another option for helping children calm down in a quiet, comfortable space, engaging in soothing activities like reading a book.

Bullying IS:

Bullying behaviour refers to intentional actions that involve the misuse of power to cause harm or distress to another individual or group. This behaviour can be repetitive in nature the intention is to assert dominance or control over the targeted person.

- ❖ **Verbal Bullying:** Involves using hurtful words, insults, name-calling, teasing, or spreading rumours to belittle or humiliate the victim.
- ❖ **Physical Bullying:** Includes physical aggression, such as hitting, kicking, pushing, tripping, or any other form of physical harm inflicted on the victim.
- ❖ **Social Bullying:** Aims to harm someone's social status or relationships. It may involve exclusion, spreading rumours, or manipulating social situations to isolate the victim from their peers.
- ❖ **Cyberbullying:** Involves using digital platforms to harass, threaten, or intimidate someone, often anonymously, through messages, social media posts, or online rumours.

Bullying IS NOT:

- ❖ Mutual arguments or disagreements without a power imbalance.
- ❖ Disliking someone or a single act of social rejection.
- ❖ One-time acts of meanness or spite.
- ❖ Expressing point of view
- ❖ Isolated incidents of aggression, intimidation, or violence.

However, any conflicts or unsafe behaviour will be addressed and resolved using the strategies outlined in this policy.

Partnership with Families:

Educators and parents/guardians collaborate to support and guide children's behaviour.

Initial enrolment involves sharing the guidance policy and discussing the child's interests, needs, abilities, parent expectations, culture, and family practices.

When serious behaviour difficulties arise, staff communicate with parents to understand the family's experiences and any changes at home.

For recurring or severe incidents, staff engage in conversations with parents.

In case of dangerous high-risk behaviours, staff and parents develop an individual learning plan.

Additional support may be sought from allied health teams, Department for Education Support Services, or other professionals for advice and assistance to the child, family, and the centre.

Informing and Supporting Staff:

- ❖ Policy included in staff induction book.
- ❖ Behaviour guidance discussed during staff meetings and professional development sessions for continuous improvement.
- ❖ Individual learning plans created to implement supportive strategies for children.
- ❖ Consistent approach to behaviour expected from all staff.
- ❖ Concerns about challenging behaviour addressed through discussions and implementing support plans.

References:

Behaviour Support Policy; Department for Education (2022)