



Oaklands Estate Kindergarten

16 Pethick Terrace
MARION SA 5043
ph 08 8276 7843

fax 08 8276 9412

email dl.3666.leaders@schools.sa.edu.au

web www.oaklandskgn.sa.edu.au



Government
of South Australia

Department for Education
and Child Development

BEHAVIOUR GUIDANCE POLICY

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.

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or group misusing their power over one or more persons.

When supporting children in the management of their behaviour, it is vital that we foster and build a positive self-esteem. Families, staff and other significant adults and peers work together to influence children's choices.

RATIONALE

The purpose of the Behaviour Guidance Policy is to:

- Ensure effective, consistent and fair behaviour support for children at Oaklands Estate Kindergarten and other Department for Education settings.
- Help children and young people to be safely included and participate in learning in a positive way that respects other students and staff.
- Develop the personal and social capability of children and young people to understand and exercise their rights and responsibilities so that they can fully contribute in their learning environments, and to their wider community.

Children and young people's behaviours span a continuum including:

- Positive, inclusive and respectful behaviours.
- Low-level, developmentally-appropriate transgressions that test the boundaries of established rules, standards, and norms. These behaviours are usually simple to redirect and minimise through universal behaviour support strategies for all children and young people at a classroom and school level.
- Challenging behaviours that raise greater concern due to their severity, frequency or duration and require more persistent guidance and support to minimise. Behavioural responses include targeted interventions for the individual children and young people involved in addition to universal strategies.
- Complex and unsafe behaviours that are severe, of high frequency or extended duration, or are unsafe for a child or young person and those around them. Behaviours at this end of the continuum require intensive and individualised interventions in addition to targeted and universal strategies.

BROAD POLICY STATEMENT

Our Behaviour Guidance Policy has been developed to outline how staff support safe and positive behaviour for children at Oaklands Estate Kindergarten.

OBJECTIVES

As a staff team we believe:

- All children have the right to feel secure and to learn and develop in an environment that is psychologically and physically safe.
- 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.

PROCEDURES

To support children's behaviour, staff will focus on the 7 core functions of behaviour support:

- Promote, model and support productive and positive behaviour
- Explicitly teach positive behaviour and expectations about behaviour
- Intervene by using the least exclusionary methods to prevent, reduce or redirect behaviours of concern
- Work with children, their families, professionals and other key adults to understand the environmental, social and family context of a child or young person's behaviours of concern, and to use the capacity of these parties to support positive behaviour change
- Provide visible, fair and equitable behavioural responses that foster confidence and trust
- Repair and restore relationships that have been harmed by behaviours of concern
- Establish safety and wellbeing for people involved in behavioural incidents, and others.

As a staff team we promote positive, model and support productive and 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 standards set are reasonable and understood by all children and adults.
- Ensuring children are appropriately supervised.
- 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.
- 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.
- Trusting children to act responsibly.
- 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 communication with families to address concerns and ensure that each child's rights are met.
- Assessing professional development.
- Teaching the Keeping Safe Child Protection Curriculum.

We shall respond to challenging behaviours by:

- Reminding children of expectations and standards and the reasons for these.
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately.
- Using Restorative Justice practices, when appropriate 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 from the immediate situation when there is an ongoing risk of harm to themselves or others, ensuring an adult is supporting children at all times.

RELATED REGULATIONS, POLICIES, PROCEDURES, GUIDELINES, STANDARDS, FRAMEWORKS

Education and Care Services National Regulation 155, 156, 168

National Quality Standard 5.1, 5.2, 7.3

Supporting and Managing Children’s Behaviour: An Early Childhood Resource

Behaviour Support Policy, Department for Education, August 2021

This policy has been developed in consultation with Oaklands Estate Kindergarten staff and Governing Council, as representative of the kindergarten community.

Oaklands Estate Kindergarten Governing Council endorsed this policy on **12 September 2022**.

This policy shall be reviewed every two years or as necessary.