

Wellbeing (behaviour) Policy

NQS 7.3.5; 2.3

Principles

as educators we believe

- All individuals will be treated with respect at all times
- Everyone has rights and they need to be upheld
- Protective Behaviours strategies are employed: each child has the right to feel safe and secure within the kindergarten at all times
- Value is placed on listening to each other
- Expectations of children's behaviour are expressed positively and explicitly and are developmentally appropriate
- Partnership is necessary between staff, children and families if a safe and caring community is to be created and if responsible behaviour is to be developed
- Behaviour is to be viewed as a form of communication from the child to his/her world. The adult needs to examine what the individual child is attempting to communicate and then teach more functional ways of communicating their needs
- Individuals must accept responsibility for their own behaviour according to developmental ability
- Kindergarten will focus on providing opportunities and support for children to experience success. The time and attention given by staff to positive, appropriate behaviour must be noticeably greater than that spent on inappropriate behaviours
- Inappropriate behaviours have consequences which must reflect the dignity and rights of the child: -

Consequences will never include physical, verbal or emotional punishment (i.e. smacking, slapping, shaking, "put-downs", name calling, shouting) and any punishment that humiliates, frightens or threatens the child

Consequences will not result in the child being isolated (left alone) for any length of time. Time-out may be used for dangerous/unacceptable behaviour but the child will still be supervised by a staff member

Unacceptable/dangerous behaviours which are repeated or prolonged may require support from Regional personnel

- At times children may feel angry, frustrated, frightened, tired, disappointed and upset and need help to express these feelings appropriately

We will respond to challenging behaviours by:

- Reminding children that every child has the right to feel safe
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately
- Use strategies that support restorative practice- address the needs of the child, discuss the issues, redirect play

- Work with the community and families for a positive partnership to support wellbeing and learning. Individual behaviour plans are implemented with the family where necessary.
- Working with children to reflect a positive environment, using positive reinforcement.
- Staff will seek assistance for support services when required
- Children will only be withdrawn, accompanied by an adult, in dangerous or extreme behaviours

Children will be asked to change environments accompanied by an adult when they exhibit dangerous behaviour, or extreme disruptive behaviours.

Behaviour management is to be put into practice by the staff member directly involved.

Consequent actions are to be implemented by that person unless specific directions are given to another staff member

Further information is available at DECD Behavior Support Policy for Early Childhood Services

AIM: for each child to be successful and an included member of kindergarten life

Behaviour Management policy- June 2012

Review April 2017

Reference: **Behaviour** Support Policy For Early Childhood Services © 2004

<http://DECD policies>

Wellbeing (behaviour) policy

We believe:

- Behaviour is part of a cycle: we think-we feel-we behave.
- Everyone needs to and has the right to feel safe and secure.
- A respectful environment facilitates the rights of children and teachers to learn and teach.
- A partnership between staff, children and their families is crucial. We share the responsibility for modelling appropriate behaviours and sharing information with each other.
- Early behaviour intervention is effective in preventing and minimizing the development and long term effects of ongoing challenging behaviours.
- Strategies must address the needs of individual children, including those with disabilities, developmental delay, gifted development and children with emotional needs.

Encouraged Behaviours	Discouraged Behaviours
Language that encourages other	Name calling, teasing
Action/words that include others	Excluding others
Giving, sharing and taking turns	Threatening others
Positive attitude	Hitting, kicking, pinching, biting, spitting
Caring and kindness	Throwing objects inappropriately
Safe/constructive play	Disrespecting others work or property
Working together co-operatively	Not responding to peers or adults
Taking responsibility for own behaviour	Avoiding to disrespecting group norms
Being polite	Manipulating
Self control	Deliberate withdrawal & refusing to participate
Listening to others	
Using appropriate social language	

Ways we maximize positive behaviour

- The timetable is designed to allow children long periods of uninterrupted play to explore equipment and the environment.
- Children are encouraged to choose the activities they would like to be involved in.
- Behaviour expectations are continuously reinforced.
- An atmosphere of acceptance, respect and trust is created by treating each member of the community (children, families and staff) as valued individuals.

Ways to minimize challenging behaviours

- A gesture or expression may be a starting point, eg. Stop in sign language.
- Planned ignoring in order to reduce behaviours that are purely attention seeking but not dangerous may be the optimum strategy to use.
- Verbal warning - stating clearly the nature of the inappropriate behaviour.
- Second verbal warning and redirection to another learning area.
- For some children a choice of 2 activities given to aid the child to gain control of actions.
- Reflection time - support for the child to reflect on issues at hand and how to resolve them. This can be any space dependent upon the factors

within the circumstances at the time. It is not behind closed doors and can be inside or outside.

- the child is supervised and is not expected to communicate with other children.
- When the child's emotional anxiety is reduced and they are able to think in a more calmly, discuss the incident acknowledging their thoughts and feelings. Talk with the child about ways of behaving and/or solving problems - modelling to the child the words and actions they need to use. The child may practice these words and actions back to the adult.
- Find opportunities to give positive reinforcement.

Please note

1. It is sometimes necessary to assist children to self calm by holding them or redirection. Staff do this with care, consideration and humility. This strategy is implemented when all other actions have been used.
2. Educators will seek advice from DECD support services where strategies such as reflection time or physical holding to prevent the child from injuring themselves or others are being considered.

Informing children

Positive, pro-active programs will be used to encourage appropriate play.

Children will be reminded of rules and guidelines during group times and individually as the need arises.