



Behaviour education 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. Intentional teaching about behaviour, emotions and interpersonal skills is a foundation of this code. We acknowledge the developmental stage of preschool children. Consideration of their egocentricity and developing emotional self-regulation is important.

As a staff team we believe:

- All children have the right to feel secure and to learn and develop in a psychologically 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 well being, 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.
- Inappropriate and unacceptable behaviour can range from simply not following instructions, to dangerous / hurtful or inappropriate actions or language, through to violence and bullying. Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group. Conflicts or fights between equals, and single incidents are not defined as bullying. All bullying and single incidents are treated on an individual basis, and in ongoing or more challenging situations, an individually tailored behaviour plan may be required.

As a staff team we promote 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 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 well being and gives opportunities to express feelings through sensory and other forms of play.
- Using positive verbal and non-verbal guidance.
- Demonstrating empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour.
- Planning 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.
- 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 two-way communication with families to ensure that each child's rights are met.
- Implementing programmes and strategies such as 'You Can Do It' and the 'Incredible 5 Point scale'.
- The intentional teaching of calming strategies to support the development of self-regulation.

Staff will respond to challenging behaviours by:

- 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 well-being 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.

Staff will respond to bullying by:

- empowering children with strategies to 'stop' bullying
- listening and responding to any concerns from children and parents about possible bullying
- promptly communicating cases of bullying to both the victim and perpetrator's parents
- using a **restorative justice** approach - at a meeting the child/children exhibiting bullying behaviour must listen to how the victim feels, reflect on what is happening, and act restoratively (eg by making an acceptable apology).

Endorsed by Staff and Governing Council August 2018

Director: _____

Date: _____

Governing Council Chair: _____

Date: _____

Reviewed August 2018

Review: August 2020