

WLSK Site Behaviour Policy

Links to National Quality Standards and Regulations

- 5.2.2 Each child is supported to understand how their own actions affect others
- 5.3 Each child's behaviour, interactions and relationships are guided effectively
- 5.3.1 Behaviour guidance strategies preserve the dignity and rights of the child at all times
- 5.3.2 Each child is supported to manage their own behaviour, respond appropriately to the behaviour of other and communicate effectively to resolve conflicts

Regulation 168 (2) (j) Related Key Regulations: 155, 156

Policy Statement

- At West Lakes Shore Kindergarten everybody has rights and responsibilities.
- We work together with families to develop responsibilities, rules and consequences which ensure the rights of all are respected.
- We accept that children can feel angry, frustrated and upset at times, and need to express these feelings appropriately.
- Children have the right to learn and play in a friendly, safe and supported environment.
- All staff members have the right to teach in a friendly, cooperative and supportive environment.
- All parents/carers will be provided with a copy of this policy in the enrolment package.

Rationale

- We believe that all children, educators, families and community members have the right to feel safe, secure and valued.
- Effective learning occurs when families and educators work together.
- Behaviour guidance is most effective when educators and families develop strategies for guiding children's behaviour which can be implemented both at kindergarten and at home.
- Children learn best when they experience success and have positive self esteem

Process

Guiding children's behaviour is a process that focusses on the 'whole' child. A holistic approach involves collaborating with families to discuss behaviour guidance expectations, and to develop individualised behaviour guidance strategies when required.

Strategies, Practices and Procedures

ACCEPTABLE BEHAVIOUR	UNACCEPTABLE BEHAVIOUR
Respecting and caring for others Sharing and turn taking Encouraging others to do their best Helping Being cooperative Being friendly, honest and polite Listening to others ideas and opinions Valuing and respecting others work Walking inside the building Using appropriate social language and actions (eg. Please stop it, I don't like it!)	Disrespectful or discriminatory treatment of, or manner towards children and adults Harassment - physical/verbal/sexual Bullying Intimidation Obscene gestures and language Physical harm to another child or adult – biting, hitting, pushing, kicking, punching, throwing an object with the intention to cause harm Refusal to comply Sexualized behaviours Upsetting and frightening other children Verbal threats Vilification or humiliation – e.g. name calling and bullying Victimization Willful damage to others' work or property

To promote acceptable behaviour Educators will

- Set clear goals and consistent rules/limits that are age appropriate.
- Communicate to children the positive behaviour we expect first eg. Please walk inside.
- Guide and scaffold language for positive verbal communication and conflict resolution strategies
- Model the polite use of language and encourage children to imitate our behaviour
- Encourage empathic thinking with questions such as, "Why do you think he is crying?"
- Promote children's confidence and development of new skills by engaging them in problem solving, for example by asking, "Can you think of a way to help you remember to wait for your turn?"
- Help children learn to recognise and express their feelings in an appropriate way.
- Help children realise the consequences of their behaviour – we may get them to help if they have hurt someone eg. Get a tissue, help them up etc.
- Help children solve their problems in a non-threatening way.
- Encourage and support children to resolve conflict in a positive way.
- Encourage ownership of positive behaviour by giving children choices, e.g. 'Would you like to pack away the blocks or the puzzles?'
- Redirect or change the play environment in order to make play safer, and simple explanations are given to children.
- Provide positive reinforcement for acceptable behaviour.
- Model respectful behaviour and relationships through positive interactions and use of positive language. Guide, support and model ways to resolve conflict
- Use books/songs/games/puppets to promote acceptable behaviour + Program Achieve – 'You Can Do It'.

WE DO NOT TOLERATE ANY FORM OF CORPORAL PUNISHMENT, PHYSICAL HARM, HARRASSMENT, BULLYING, OBSCENE LANGUAGE OR GESTURES, VERBAL THREATS, INTIMIDATION, DISPRESEPECT, VILIFICATION AND HUMILIATION.

Process to manage unacceptable behaviours

1. Give warning and talk to the child involved.
2. Use 'calm down time' or 'time away' with support from an educator.
3. Notify the child's family – by phone or end of the day meeting (whichever is more appropriate).
4. Collaborate with the child's family to develop strategies to support and guide their child's behaviour via a negotiated behaviour plan. (This process may also include accessing support from DFE Support Services and other agencies.)

If educators observe warning signs that indicate more serious behavioral issues such as:

- Difficulty managing emotional outbursts
- Difficulty managing impulses
- Behaviour that does not respond to discipline
- Behaviour that interferes with learning
- Behaviour that interferes with social interaction
- Self-harm
- Sexualized behaviour that are not developmentally appropriate

A formal meeting will be arranged to discuss how to best support your child and any further steps that may need to be taken to address these issues.

Measuring Tools

Review of Site Behaviour Policy with families and staff

Links to other Policies

Child Protection Curriculum Policy

Sources

Parenting SA, 2003-2005, Parenting Easy Guides, Government of South Australia, Children, Youth and Women's Health Services

National Quality Standards 2011

Protective Practices for staff in their interactions with children and young people. Government of South Australia 2011

Keeping Safe: Child Protection Curriculum 2nd Edition 2017

Approvals

Policy Approved by Governing Council: **October 2021**

Policy Review Date: **October 2024**