



Whyalla Stuart Early Childhood Centre Kindergarten Behaviour Policy

29/8/2016

Rationale :

The staff at this Kindergarten believe that children's behaviour is a form of communication and all behaviour is purposeful. The following statements of belief underpin the educators approaches:

- Children's capacity to choose appropriate behaviour is influenced by their developmental ability, temperament, interactions, life experiences and environmental factors.
- Children's learning is most successful when it builds on children's prior knowledge.
- Children have the right to feel secure and to learn and develop in a psychological and physically safe environment.
- Children have the right to express their feelings and be supported to develop positive behaviours that underpin the development of relationship with peers and adults.
- That the consideration of children's individual and contextual needs are crucial to successful learning and the development of positive behaviours
- That the family consultation is valued and the individual perspective respected.
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set.
- We employ a positive approach to behaviour management and create an atmosphere where positive behaviours are acknowledged and promoted through emotional coaching.

This policy has been established after consultation with staff; The Whyalla Stuart Early Childhood Centre Governing Council; the Behaviour Support Policy for Early Childhood Services, 2001 and DECD Behaviour Guidance Code 2016, Early Years Learning Framework, 2009.

Policy outcomes:

We aim to enable children to:

- See the possible consequences of their actions
- Explore alternate positive behaviours
- Make choices independently
- Develop self- discipline and self-regulation
- Become increasingly independent
- Take responsibility for their behaviour and actions
- Resolve own conflicts
- Develop respect for themselves and others

Procedures:**Learning Environment/Curriculum**

- Provide a sense of belonging, being and becoming through play.
- Provide an enriching and engaging program that enables each child to experience a sense of well- being and gives opportunities to express feelings through sensory and other forms of play.
- Plan 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.
- 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.
- Assessing individual children's learning and development and reflecting on our program and how our program supports positive behaviours.
- Encourage and support children to resolve their own conflicts and grievances through the provision of the Child Protection Curriculum.
- Establish an environment which allows appropriately safe and supervised engagement where children are able to explore, set challenges and engage in 'risky play'.

Expectations of children's behaviour take account of their age and stage of development:

- Take into consideration children's level of development and experiences.
- Ensure all staff have relevant training and development.
- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour.
- Ensure that limits set are reasonable and understood by children and adults.

Children's behaviour is supported using a positive approach:

- Interact positively, using positive language and body language, acknowledging and modelling respectful behaviour.
- Encourage and recognise positive behaviour.
- Supporting children to problems solve negotiate find resolutions and manage emotions appropriately.
- Work together as a team, using a consistent approach, being aware of our limitations and seeking assistance when required.

Approaches to behaviour support value the diversity of children's backgrounds and experiences

- Take into consideration and valuing children's cultural and family beliefs, backgrounds and experiences.
- Encourage families to contribute their ideas and expectations about children's behaviour.

Children's behaviour is supported to partnership with families and local communities:

- Encouraging open two way communication with families to ensure that each child's rights are met and consistency in expectations.
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's well-being and learning.
- Keep parents informed about children's behaviour, including positive behaviour.
- Support the child's regular attendance.

- Educators to be approachable for parents to discuss any issues and concerns.
- Transition to another setting is carefully is carefully planned and monitored with staff from the new setting and families.

The response to emerging challenging behaviours is timely and appropriate:

- Early identifying of challenging behaviour.
- Communication with families about challenging behaviours takes place at the earliest opportunity and is framed as a positive opportunity to address children's behavioural needs within the groups setting.
- Seek support from departmental support services and or other agencies.
- For children with behaviour plans: Planning, implementation, monitoring and review occurs in partnership with families and support services.