

WOODSIDE PRESCHOOL



Behaviour Support Policy

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Government of South Australia
Department for Education

The Department for Education, school and preschool communities, services and agencies will work together to create learning communities which are:

- ***safe***
- ***inclusive***
- ***conducive to learning***
- ***free from harassment and bullying***

At Woodside Preschool we believe:

Children's behaviour is a form of communication and is purposeful.

Children's ability to choose appropriate behaviour is influenced by developmental ability, temperament, interactions, life experiences and environmental factors.

Children's learning is most successful when:

- It builds on child's prior experiences, abilities and interests.
- Positive learning dispositions are encouraged and developed using explicit teaching programs.
- Individual learning styles are considered.
- Behavioural expectations are explicit with child ownership of the expectations.
- The physical environment is safe, inclusive and supportive.
- Families, children and staff work together to develop consistent expectations.

The learning environment supports children to be successful in developing appropriate behaviours .

We aim to do this by-

- Recognising our Workplace Health and Safety responsibilities.
- Promoting a sense of belonging by developing a rapport with both the children and their families valuing trust, dignity and respect.
- Recognising that play is the most important facilitator of learning in the preschool environment.
- Having developmentally appropriate behaviour expectations.
- Ensuring children are effectively supervised at all times.
- Valuing children as individuals using positive interactions and considering external influences on children's wellbeing (illness, changes to family circumstances, local and world events).
- Providing an enriching, well organized, resourced and developmentally appropriate learning program.
- Providing regular opportunities for children to engage in mindfulness which helps them to regulate their bodies, activity level and engagement.
- Explicitly teaching Zones of Regulation

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

We aim to do this by-

- Having an understanding of child development and developmentally appropriate behaviours in young children.
- Addressing the needs of individual children including those with disabilities or developmental delays.
- Accessing and utilizing relevant professional reports and family information.

Children's behaviour is supported using a positive approach

We aim to do this by -

- Modelling verbal and non-verbal behaviours that are respectful and inclusive of all children and families.
- Modelling problem solving, negotiation, conflict resolution and resilience.
- Noticing and acknowledging appropriate behaviour.
- Actively involving the children in understanding and developing behaviour expectations and consequences and in goal setting.
- Explicitly teaching appropriate behaviours and play skills.
- Providing a safe, supportive environment to practise appropriate behaviours.
- Using assessment and reporting procedures that focus on children's progress and achievements.
- Working in partnership with staff, families and support services, using a united and consistent approach.

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

We aim to do this by-

- Considering the fact that children's temperament, ability, experience, culture and family context may influence children's behaviour.
- Supporting children to understand that different factors influence other children's behaviour and supporting the development of appropriate strategies when responding to their peers.
- Asking families to contribute their ideas and experiences about children's behaviour.

Children' behaviour is supported in partnership with families and local communities

We aim to do this by -

- Involving Governing Council in an annual review of the policy.
- Providing the Site Behaviour Policy to new families through the enrolment process and availability on the website.
- Encouraging effective communication between families, the centre and support staff to ensure the needs of the individual child are met.
- Ensuring confidentiality.
- Planning for transition into new settings (for example) preschool to school.

The response to emerging challenging behaviours is timely and appropriate.

We aim to do this by

- Identifying challenging behaviours early.
- Having timely communication with families with a focus on the positive opportunity of working together in partnership to address the child's behavioural needs within the centre context.
- Observing and assessing children's behaviour across a range of formal and informal settings, play settings and contexts to gain an overall picture.
- Working in partnership with families and support services to plan, implement, monitor and review individual behaviour plans.

When we are safe, happy and feel supported we are best able to grow and learn.

Rights and responsibilities

At Woodside Preschool we all need to care for ourselves, each other, our environment and property.

Children

We all have the right to learn and play in a respectful, friendly, safe, dynamic and supportive learning environment.

Supporting children's developing skills in negotiating complex social interactions is a core component of our preschool programme.

Staff

We all have the right to teach in a respectful, friendly, safe, cooperative and supportive learning environment.

Families

We all have the right to belong and contribute to a respectful, friendly, safe, cooperative and supportive preschool community with the aim of supporting the dynamic learning environment of our children.

Collaborative expectations help to respect our rights and to encourage responsibility.

Staff, parents/family and **children** can support the Site Behaviour Code by valuing the following expectations:

Relationships

- Active/Respectful listening
- One person speaking at a time
- Listening to others
- Courtesy
- Respect:(no sexism, racism, put downs)
- Contributing: sharing thoughts, ideas, concerns
- Supporting children to express their wants, needs, feelings

Engagement

- Being organised
- Cooperating with others
- Sharing
- Respectfully asking for help or attention
- Taking a risk and having a go
- Accepting guidance and instruction

Reflection/Negotiation

- Developing shared agreements for behaviour expectations, which support this policy and Departmental policy principles.

Well Being

- Active supervision
- Hot Weather and Sun Protection Policy
- Child Protection Policy
- Healthy Eating Policy
- Playing and Learning to socialise
- Supporting Self-Regulation & co- regulation.

Bullying and harassment behaviours are not acceptable and will be dealt with in accordance to Department for Education guidelines. Incidences of bullying and harassment will be reported to Governing Council each term.

Bullying is “An ongoing and deliberate misuse of power in relationships through repeated verbal, physical or social behaviour that intends to cause physical, social or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more people who feel unable to stop it from happening.” Department for Education Behaviour Support Policy

The Department for Education Behaviour support Policy can be found at this link

<https://www.education.sa.gov.au/sites/default/files/behaviour-support-policy.pdf?v=1593566196>

Responses to appropriate and inappropriate behaviours at Woodside Preschool are logical and integrated into all preschool interactions.

Flow Chart of Behaviour

