

Wynn Vale Community House Kindergarten



Behaviour Guidance and Anti-Bullying Policy

ENDORSED BY GOVERNING COUNCIL 09.12.2014

REVIEW DATE 09.12.2016

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.

As a staff team we believe:

- All children have the right to feel secure and to learn and develop in a psychological 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

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
- Demonstrate 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

We 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 all the time

At Wynn Vale Kindergarten we believe :

- That everyone has the right to feel safe all of the time and we actively teach this to the children through the Protective Behaviours program which is an integral part of the curriculum and the day to day philosophy
- That children learn best when they experience success and have positive self esteem
- That behaviour changes more quickly when handled in a positive way
- That children will experience a range of emotions and need help to express feelings appropriately
- That children need to be encouraged to take responsibility for their own actions and safety at their own individual development level
- That staff and parents need to share responsibility, being consistent at all times in creating a safe, secure environment for children and modelling appropriate behaviours and problem solving mechanisms

The behaviours we encourage at Wynn Vale Kindergarten

- Respecting and caring for each other
- Sharing and taking turns
- Being cooperative
- Being courteous
- Participating in learning experiences
- Being friendly & inclusive of others
- Listening
- Helping
- Using appropriate social language & actions eg Please stop, I don't like it
- Valuing other people's property & creations
- Praise, encouragement & recognition of appropriate behaviours

Ways we maximize positive behaviours at Wynn Vale Kindergarten include :

- Providing an active play program with opportunities for solitary, parallel, dyad and group play
- Modelling appropriate behaviour & valuing all children as individuals
- Staff providing opportunities for children to experience success
- Acknowledging positive behaviours and showing our appreciation of children's help and positive behaviours towards others
- Incorporating the 5 areas of the YOU CAN DO IT , Program Achieve Early Childhood curriculum into our learning culture, namely
 - ✚ Confidence
 - ✚ Getting Along
 - ✚ Organisation
 - ✚ Persistence
 - ✚ Resilience
- Expectations for behaviour are made clear and are consistent among staff
- Implementing a curriculum that is relevant, inclusive & recognizes and values differences
- Providing many opportunities to develop cooperative skills through small & large group activities & other learning opportunities
- Helping children manage and handle their feelings
- Rules are developed in collaboration with the children as much as possible

The behaviours which are not acceptable or appropriate at Wynn Vale Kindergarten include :

- Verbal or physical prejudice/ bias on the basis of gender, race, disability, culture, socio economic status
- Physical aggression towards other children & adults such as hitting, kicking, biting, spitting, throwing things, pinching.
- Bullying & harassment of other children or adults, including teasing, name calling, excluding others
- Verbal aggression including screaming/ shouting, swearing
- Ignoring reasonable adult requests or disrespecting adults
- Avoiding or disrespecting group norms, including deliberate refusal to participate

Ways we minimize challenging behaviours at Wynn Vale Kindergarten

- Creating a learning environment that supports children's engagement in their own learning & nurtures a sense of well being
- Having developmentally appropriate expectations

- Having positive rules rather than negative rules eg “remember to walk inside” instead of “don’t run inside”
- Having consistent rules which children can understand and communicating this to all children
- Taking opportunities to talk about safe/ unsafe behaviours and feelings
- Encouraging listening behaviours
- Redirecting the play or the child
- Early identification of emerging challenging behaviours & children at risk
- Encouraging the use of language to resolve problems & talk things through
- Work in a cooperative partnership with parents, staff & children

Strategies to Deal with inappropriate behaviour :

- Offer choices whenever appropriate
- Warning: Talking to the child about the inappropriateness of their behaviour
- Thinking time : the student is requested to sit away from the activity, think for a while, talk to a staff member and then return
- If thinking time has not been a successful resolution, the student may need to be removed from the situation if their physical / emotional safety or the safety of others is at risk whilst still remaining under the supervision of a staff member
- Staff may also direct other students to move away if necessary
- Physical intervention is only used as a last resort when all other options have failed ie coming between children, blocking a child’s path, leading by the hand or arm, moving them away when the safety of the child or others is at continued risk. Restraint will be used in accordance with the DECD guidelines
- Where an individual’s behaviour is consistently inappropriate over a period of time (eg non compliance) the staff will discuss alternative strategies with the parents and with DECD support services if necessary

Informing children about the behaviour code:

- Discussion during group times in the first week of every term
- Children are involved in the establishing of rules
- Children are regularly reminded through the curriculum using appropriate stories etc.
- Rules will be displayed where appropriate

Consulting & Informing Parents

- Site code has been developed in consultation with Governing Council and ratified
- All parents receive a copy of the site behaviour code as part of the enrolment process

Parents can help support the site behaviour code by :

- Making themselves aware of the behaviour code
- Talking with children at home about appropriate & inappropriate behaviour and reinforcing positive behaviours & attitudes

Informing Staff

- The policy will be in the induction manual for staff
- At regular reviews (every two years)
- Where necessary challenging behaviour strategies will be discussed to ensure consistency

How Staff can help support the site behaviour code :

- Being consistent both individually and across the staff team in approach to managing inappropriate behaviour
- Giving children clear and consistent expectations
- Discuss concerns about children with behaviour they find challenging
- Communicating the policy to parents where appropriate
- Contribute to the review of the policy