Preschool Guiding Children’s Behaviour Policy

Introduction

At Kemlawarra Public School Preschool we know that learning how to manage feelings, behaviour, rights and responsibilities is a complex process.

Having an experience of “belonging” (knowing where and with whom you belong) is vital for children to develop a sense of security, wellbeing and positive self-esteem.

It is from this base that children are then able to develop and explore complex and functional relationships with others.

At Kemlawarra Public School Preschool we will always give a positive approach to guiding behaviour, building children’s confidence and self-esteem and ensuring that development of caring, equitable and responsive relationships between educators and children is maintained at all times.

Goals – What are we going to do?

1. Take a positive approach to guiding children’s behaviour that is ultimately aimed at empowering children to regulate their own behaviour and to develop the skills to negotiate and resolve conflicts or disagreements with others.
2. Support children to empathise with others, appreciate their connectedness and interdependence with others.
3. Develop guidance strategies that demonstrate respect and understanding of individual children when they strive to recognise and understand why each child may behave in a certain way, or why behaviour may occur in particular circumstances or at specific times of the day.
4. Create an environment in which children experience mutually enjoyable, caring and respectful relationships.
5. Help children to understand how their behaviours and actions affect themselves and others.
6. Foster an environment based on a culture of respect, equity and fairness.
7. Support children to communicate effectively to resolve conflicts.
8. Role model positive ways to relate to others.
9. Ensure the dignity and rights of every child are maintained at all times.

**Strategies - How will it be done?**

**Educators will:**

* Maintain interactions with children, which convey to them that they are valued as competent and capable learners.
* Be actively engaged in children’s learning and share decision-making with them.
* Ensure children participate actively in everyday routines and are empowered by having authentic decision-making capabilities.
* Encourage team-work, collaboration, meetings, dialogue and discussion.
* Role-model and engage in constructive everyday interactions and shared learning experiences with each other.
* Ensure interactions with children are warm and responsive.
* Mediate and assist children to negotiate their rights in relation to the rights of others.
* Structure the physical environment and routines of the preschool to ensure there are large periods of time for the children to engage in projects and play experiences of their own choosing.
* Establish an environment conducive to small group work.
* Establish spaces, resources and routines, which minimise times when children are likely to experience stress or frustration.
* Discuss emotions, feelings and issues of inclusion and exclusion.
* Listen empathetically.
* Pre-empt potential conflicts or challenging behaviours by monitoring children’s play and supporting interactions where there is conflict.
* Use positive language, facial expressions and gestures when redirecting children’s behaviour.
* Respond promptly to children’s aggressive or bullying behaviour.
* Reinforce children’s positive behaviour and decision-making.

**Behaviour guidance management plans**

In the event that a child demonstrates consistently inappropriate behaviour such as bullying, swearing, hitting, smacking, or kicking other children or adults; or potentially causing harm to themselves staff will initiate communication with parents/carers to discuss their child’s behaviour and when necessary to develop an appropriate Behaviour Guidance Management Plan.

**The plan will:**

- be based on evidence collected that the displayed behaviour is inappropriate;
- be observed and documented over a period of time that suggests a pattern is emerging;
- include inappropriate behaviour that occurs consistently;
- include inappropriate behaviour that occurs with consistent triggers;
- identify that the behaviour could possibly harm another child or adult;
- define the context within which the behaviour occurs
- be developed collaboratively with the child’s family
- enlist the support of external agencies with signed parent/caregiver consent.
- be used to plan, implement and evaluate strategies to support the child in developing appropriate
behaviour.
- include regular review dates and include liaison with all involved persons.

**Evaluation**

*Kemblawarra Public School Preschool* will regularly evaluate the goals and strategies of this policy through daily pedagogical dialogue between staff and between staff and children, pedagogical documentation, staff meetings, discussions with families and committee meetings.

Pedagogical documentation will allow us to make visible the interactions between all members of the environment and ways in which we are addressing the goals of this policy.

Links to Education and Care Services National Regulations: Chapter 4, part 4.5, regulation 155

Links to National Quality Standards/Elements: 5.1, 5.2

*Acknowledgement to Cawongla Playhouse Inc. and Maitland Children’s Centre*