



## **Strathalbyn Kindergarten and Outreach**

### **Site Behaviour Policy**

#### **including information regarding bullying and harassment**

*Documented guidelines regarding behaviour and guidance for children help ensure that children, families and educators are provided with a safe environment. They promote acceptable behaviour and outline guidance measures for staff. This Behaviour Guidance Policy is reflective of our Kindergarten Values:*

***Relationships, Well-being, Communication, Respect, Inclusivity, Positive dispositions***

*DECD, 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*
- *sensitive and inclusive of the wider community*

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#### **At Strathalbyn Kindergarten we believe:**

- Children are individuals and have diverse needs
- Everyone has the right to feel valued, safe (psychologically and physically) and happy - children, staff and families
- Children have the right to express their feelings
- Children have the right to be supported to develop the appropriate skills and positive behaviours to manage their feelings
- Nurturing relationships and consistent emotional support helps children to learn the skills and behaviours needed so that they can interact positively with others (Early Years Learning Framework, p.12)
- That the consideration of children's individual needs are crucial to successful learning and the development of positive behaviours
- It is important that families and educators work together to develop common goals for a child in relation to their wellbeing and learning
- Children have the right to be supported by adults (parents and educators) who model appropriate behaviours and ensure consistent limits for behaviour are set
- It is important to note that single incidents of conflict are not regarded as bullying

**As educators with a duty of care we promote positive behaviour and interactions by:**

- Providing an enriching and engaging program in a safe, equitable, respectful and supportive learning environment. Children's learning is co-constructed through a play-based curriculum that is challenging, rewarding, relevant, inspiring and fun. In this way we promote a sense of belonging, being and becoming and provide opportunities for a quality learning environment.
- Planning experiences which provide opportunities for the development of skills including resilience, agency, entry and exit play skills, appropriate risk-taking, conflict resolution, independence, leadership, respect for others and communication
- Intentional teaching of appropriate behaviours and play skills using 'Say what you see', building on each child's strengths and achievements and providing choices when possible
- Supporting self regulation through care and guidance rather than external control
- Interacting positively, using respectful language, active listening, acknowledging children's needs and feelings and modelling appropriate language and behaviour.
- Demonstrating empathy and sensitivity towards each child
- Involving children in learning about the kindergarten values and what they look like in action, and reviewing behavioural expectations and consequences
- Encouraging open two-way communication with families to ensure that each child's context and needs are understood to better support their needs
- Valuing children as individuals within their family and cultural context
- Ensuring that limits set are reasonable and understood by all children and adults
- Attending current and relevant staff training
- Implementing the 'Keeping safe' Child protection curriculum throughout the year

**We will respond to inappropriate behaviours by:**

- Reminding children of behavioural expectations and limits and the reasons for these
- Supporting children to problem solve and negotiate to find resolutions and to manage and communicate their emotions appropriately and safely. Children's individual needs and stage of development will determine action taken by educators
- Using practices that support children to empathise with others and restore relationships
- Moving children away if they are at risk of being hurt by someone that is upset
- Moving away a child that is upset and is putting others at risk
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's wellbeing 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 when required
- Being aware of our own limitations and seeking assistance from other professionals in our organisation when required

- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is present all the time.
- Using visual prompts, sensory tools and social stories to support children who are not managing or communicating their emotions

**Parents/caregivers will promote positive behaviour and interactions by:**

- Sharing the responsibility of implementing this Behaviour Guidance Policy
- Modelling appropriate behaviour in the kindergarten environment
- Providing timely and relevant information to educators that may help to explain some behaviours
- Supporting educators to plan for, promote and review their child's interactions and behaviour. A Behaviour Support Plan may be written to outline strategies. Consistent strategies at kindergarten and home support children's wellbeing and learning
- Working together with educators to enhance children's sense of belonging.

**Children will:**

- Feel as though they are valued members of the kindergarten and that their 'voice' is heard
- Be supported to engage in learning about the kindergarten's values and appropriate behaviours
- Be supported to learn and use the 'Stop, Think, Do' approach
- Learn to express their feelings by talking about them.

**References:**

Early Years Learning Framework

DECD School Discipline 2007

DECD Behaviour Support Policy for Early Childhood Services 2004