PEK-03: BEHAVIOUR GUIDANCE POLICY

1. Background Information

Documented guidelines regarding behaviour and guidance for children help ensure that children, families and staff have a safe environment at Port Elliot Kindergarten. They promote consistency and clarity around acceptable behaviour and the guidance measures that will be implemented.

2. Purpose

To ensure that:
   a. All children have the right to feel secure and to learn and develop in a psychological and physically safe environment.
   b. 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.
   c. Respectful and positive behaviour is encouraged and promoted.
   d. Challenging behaviours are responded to appropriately.

3. Implementation & Management
   3.1. Core guidelines:
      a. Families and educators will work together to develop common goals for a child's well being, learning and development. To this end, family consultation will be carried out to ensure the best outcome.
      b. Children's individual, and contextual needs will be considered in order to facilitate successful learning and development of positive behaviours.
      c. Children will be supported by educators who model appropriate behaviours and ensure consistent limits are set.
      d. No child will be made to feel rejected, insecure, embarrassed or ashamed.
      e. An environment will be planned and provided to promote a sense of belonging and well being to enhance opportunities for learning through play.
      f. Reasonable limits will be set and understood by all children and adults.
g. An enriching and engaging program will be provided to enable each child to experience success, a sense of well being and gives opportunities to express feelings through their play.

h. Positive verbal and non verbal guidance will be used.

i. Empathy and sensitivity will be demonstrated to each child being mindful of the variety of factors that influence behaviour.

j. Opportunities for the development of skills will be planned, which will include resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.

k. Positive interaction will be promoted, using positive language that will acknowledge and model respectful behaviour.

l. Children will be valued as individuals within their family and cultural context.

m. Children will be involved in goal setting, developing group norms and the development of behavioural expectations and consequences.

n. Children will be supported to develop strategies to deal with conflict.

o. Intentional teaching of appropriate behaviours and play skills, building on each child’s strengths and achievements and providing choices when possible.

p. Open two-way communication with families will be encouraged to ensure that each child’s rights are met.

3.2. Behaviours encouraged at Port Elliot Kindergarten include:
   - Respecting and caring for others
   - Respecting and caring for materials and equipment
   - Positive interactions
   - Being cooperative
   - Sharing and turn taking
   - Listening and attentive behaviour
   - Being polite
   - Valuing people’s opinions
   - Participating in experiences

3.3. Challenging behaviours will be addressed by:
   - Reminding children of expectations and limits, and reinforcing the reasons for these individually and at group times.
   - Redirecting children.
   - Moving other children away if they are at risk.
• Talking about the problem and working with the child to determine alternatives.
• Supporting children to empathise with others and restore relationships.
• Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately.
• Providing opportunities for directing anger (e.g. kicking a ball).
• Providing calming experiences (e.g. squeezing play dough and stress balls).
• Allowing the child to have quiet thinking time to reflect on their behaviour and decide on play options.
• Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time.
• Discussing the behaviour with parents and working towards consistent strategies for home and Kindergarten 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. Support from DECD staff will be sought when a child’s behaviour is consistently challenging and puts others at risk.
• Participating in staff development that informs us of strategies that can be used to support children with difficult behaviours.

4. References & Useful Links

• Belonging, Being & Becoming - The Early Years Learning Framework for Australia