

BEHAVIOUR MANAGEMENT POLICY

Quality Area 5

Our philosophy is, to provide a play-based program that reflects the children's needs, interests and strengths so that they are actively involved in their own learning. We encourage creativity, problem solving and exploratory learning and respect for ourselves and one another. We provide opportunities for the children to learn about themselves, other people and the world around them. We facilitate an open, caring and supportive learning environment, where everyone is valued. The development of self-esteem and a positive self-image is of prime importance. Every child is an important member of our group.

We promote education and respect for our natural environment and encourage reusing and recycling.

We value our community and the knowledge, skills and resources of parents, families, educators and the broader community. Our larger community brings with it a diverse range of life experiences, perspectives and skills that can be drawn upon to enhance and enrich the lives of all those that are involved with the Preschool.

We work with the children to foster a sense of belonging and promote a sense of security as described in the National Quality Standards, Quality Area 5 'Supporting children to regulate their own behaviour.'

Our philosophy and these standards are integral to our work in helping children to

- explore feelings and continue developing emotional regulation skills
- consider the impact of choices and behaviours on themselves and others
- develop confidence and independence in relationships
- communicate positively and effectively

Our educators support these processes through

- warm, positive, respectful daily interactions with children
- communicating clear, positive, simple, age appropriate instructions and expectations to children
- mediating and helping children negotiate their rights while being respectful of the rights of others
- attending to the child's needs and following these wherever possible
- taking charge when necessary
- modelling positive and collaborative relationships with other adults
- providing both a safe haven and a welcoming, secure base for the child
- supporting children's exploration
- delighting in the child and their discoveries, interests and skills

Our educators understand that dealing with frustration, disappointment and conflict are important experiences which can help each child's social and emotional skill development. Learning involves making mistakes as well as experiencing success, and mistakes are often the most important aspect of learning.

There are many circumstances that can cause a child to 'act out'. Underlying reasons may include:

- Consideration of context
 - changes in family
 - health of the child

- sleep patterns of child
- Child struggling with transitions throughout the day
- Child has a disorder, syndrome or other underlying health concern.

The majority of these situations can be handled within the Preschool setting and teachers are resourceful in dealing with inappropriate behaviour. The important point to remember is that these situations are owned by the family, not necessarily the child, or the teacher.

Strategies for managing challenging behaviour, recognizing the child's right to be treated with dignity and respect, include:

- Discussion at a level which children can understand will take place with the child(ren) as to why the behaviour is not acceptable.
- Natural consequences of the children's actions, e.g. children are removed from the sandpit if throwing sand.
- Positive encouragement is given to all children for appropriate behaviours e.g. waiting their turn, sharing, helping others and acts of kindness.
- Where appropriate, inappropriate behaviour is ignored, as even negative attention can encourage some behaviours.
- If the behaviour cannot be ignored because of potential danger or damage, the child(ren) will be redirected to a more suitable activity.
- Supervised time out is used as a last resort once all the above options have been tried.
- If a specific behavioural problem becomes apparent, parents will be asked to meet with the teacher to discuss the situation and collaboratively work out a strategy for dealing with it.
- All situations will be dealt with confidentially and with the professional discretion of the teacher.

There are a minority of children who for one reason or another present with extremely testing behaviour almost (and some are) on a daily basis. One possible strategy may be reducing the hours of attendance for the child.

It is vital when children present with challenging behaviour they are not given an audience as this can act as a reward for a child and their behaviour. We ask you to please move away and while we understand it is all best intentions please do not touch or give verbal guidance to staff or the child.

Whilst the best interests of children and families must be upheld and respected, teachers do recognize their limitations and know when to seek support for themselves and the family/child.

Acknowledgments and references:

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Australian Children's Education and Care Quality Authority (February 2018) ACECQA Information Sheet: *Quality Area 5 - Supporting Children to manage their own behaviour*. Accessed at https://www.acecqa.gov.au/sites/default/files/2018-04/QA5_Supporting%20children%20to%20manage%20their%20own%20behaviour.pdf

AUTHORISATION

This policy was adopted by the Approved Provider of Research Preschool in August 2018.

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