

## Preschool Behaviour Management Code

### **AIM**

*To promote and ensure the safety and wellbeing of children by supporting them to solve conflicts in peaceful ways and discourage violent or hurtful behaviour.*



### **As a staff we believe:**

- Children's behaviour is a purposeful form of communication. Children's capacity to choose appropriate behaviour is influenced by their developmental ability, temperament, interactions, life experiences and interactions.
- All children have the right to safe, secure and trusting relationships through primary caregiving that fosters wellbeing and supports the development of positive behaviours that underpin the development of relationships with peers and adults.
- 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.
- Families have the right to expect empathic, confidential processes that provide opportunity for shared planning and goal setting in regard to children's learning and wellbeing.
- Consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours.
- 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 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.
- Supporting children to engage appropriately and at depth with experiences by playing alongside children, demonstrating and facilitating appropriate engagement and behaviour.
- Providing quiet as well as active play spaces to support emotional self-regulation.
- Providing an enriching and engaging program, with a balance of quiet and active experiences that enable each child to experience success, and gives opportunities to express feelings through sensory and other forms of play.
- Demonstrating 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.
- Valuing children as individuals within their family and cultural context.



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- Encouraging open two way communication with families to ensure that each child's rights are met.
- Informing families about the behaviour management code and seeking information from families about the behaviour guidance strategies used at home.
- Noticing and acknowledging appropriate behavioural responses by children.
- Ensuring that limits set are reasonable and understood by all children and adults
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour, problem solving, negotiation and conflict resolution.
- 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
- Working together as a team using consistent approaches.
- Using reflective practices throughout the day to assess the environment, how children are engaging with the experiences on offer and the curriculum.
- Continually developing our knowledge and understanding of child development and behaviours through discussion, training and development.

## **We will respond to challenging behaviours by:**

- Ensuring behavioural expectations are explicit and take into consideration children's culture, age, stage of development, life experiences and the context of the setting.
- 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 plans in partnership with families and support services.
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time
- Offer children clear alternatives where possible to help them develop the ability to make decisions and direct themselves independently.
- Supporting children's growing understanding and management of their feelings by labelling them.

It may be necessary for the parent/s to collect their child early if other children or staff are put at risk of harm.





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## **Bullying**

At this age, children often use inappropriate behaviour to express frustration, gain attention or communicate other difficult feelings. It is important to recognise that at this age, children are rarely aiming to target specific children. 'Bullying' behaviour is rare in the early years but the same children may continue to act inappropriately towards others or be the target of inappropriate behaviour for various reasons.

If parents believe their child is being consistently targeted, they should speak to their child's primary educator to discuss strategies on how to help the child be better equipped to assert themselves and speak up when they do not like another child's actions towards them.

### **The aims of this policy are achieved when:**

- Children and adults experience a happy and safe environment.
- Children demonstrate a positive sense of self and explore their environment in a safe and confident manner at an age appropriate level.
- Children demonstrate respect for each other's feelings, safety and belongings at an age appropriate level.

### **National Quality Standards:**

2. Children's Health and Safety Standard
- 2.3. Each child is protected.

### **References**

1. *Belonging, Being and Becoming- The Early Years Learning Framework for Australia*
2. *Belonging, Being and Becoming- The Early Years Learning Framework for Australia- Information for families*
3. *Understanding cultural competence- EYLF- professional learning program*
4. *Respect Reflect Relate*
5. *Educators guide to the Early Years Learning Framework*
6. *Supporting and managing children's behaviour: an early childhood resource*
7. *Preschool support Program and Inclusive Preschool program*
8. *Preschool Bilingual Program*
9. *Rights of the Child*
10. *Supporting and managing children's behaviour: An early childhood resource. Department of Education and Children's Services.*

[http://www.decd.sa.gov.au/speced/files/links/link\\_61315.pdf](http://www.decd.sa.gov.au/speced/files/links/link_61315.pdf)

*Verified by Renmark North Primary School Governing Council  
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