



# EUDUNDA COMMUNITY PRE-SCHOOL CENTRE

## Policies

### Behaviour Management Policy

#### Links to Regulations

84. 155-156. 168 (2) (h) (i) (j)

#### Links to Quality areas, standards, elements

1, 2, 4,2, 5.1, 5.2, 6., 7.1, 7.3

#### Rationale

##### Vision

##### Values

#### Philosophy

#### Policy

##### Early Childhood Australia Code of Ethics

##### SA Public sector code of ethics

#### Strategies, practices and procedures

#### Supporting resources

#### Sources

The provision of a high quality early childhood service involves a consistent, positive approach to behaviour management, that takes into account the needs of each individual child and the well being of the group as a whole. 'Relationships engage children in the human community in ways that help them define who they are, what they can become, & how & why they are important to other people.' (National Scientific Council on the Developing Child, 2004 in Reflect, Respect Relate, 2008) 'Relationships that are responsive, respectful & promote children's sense of security & belonging free them to explore the environment & engage in learning' (The National Quality Framework; Quality Area 5, 2011). Educators who give priority to nurturing relationships and providing children with consistent emotional support can assist children to develop the skills and understandings they need to interact positively with others. (EYLF, 2010) The Centre incorporates the philosophies of Kidsmatter Early Childhood, and the DECD Child Protection Curriculum into their behaviour management strategies and staff have completed SMART (Strategies for Managing Abuse Related Trauma) Training. The Centre embraces a 'No Bullying' culture and philosophy, which is embedded in site policy and practice ...believing that all members of the Preschool community, children, families and staff should feel and be safe from bullying within the Centre. The Centre is also an official 'Safety Assist' location as part of the Safer Communities initiative.



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### Our Centre Values

At Eudunda Community Preschool Centre, we believe that:

- Every child has the right to feel safe at our Centre at all times.
- Each child should be given every opportunity to develop independence and self-confidence.
- All children need boundaries and in most cases, cannot set these for themselves, therefore we establish simple achievable 'rules' to help them.
- Children learn best when they experience success and positive self-esteem.
- Each child should feel valued, and they should respect all other people and property.
- Children need to express emotions and needs, and they should be given the necessary skills and confidence to express these appropriately.
- Children should be able to listen to others, act appropriately in small and large groups, and have social skills appropriate to different settings according to their level of development.
- Children should learn to respect and care for the environment and all living things.
- Confidentiality is of paramount importance – individual children's will not be discussed with anyone other than the parents and staff involved.

### Encouraged Behaviours:

- Appropriate greeting, farewells and social responses e.g. "please", "thank you", "sorry", "hello", "goodbye".
- Caring for, respecting and helping each other.
- Taking responsibility for own safety and own belongings.
- Taking responsibility for own behaviour, establishing habits of self-control and learning new behaviours, as necessary.
- Respect for and care of others belongings as well as centre's property.
- Sharing resources, taking turns and co-operating.
- Listening and focussing.
- Taking risks – i.e. trying 'new' things (not attempting dangerous feats).
- Independence and self-reliance, with the ability and confidence to ask for help when needed.
- Curiosity and creativity – the use of imaginative role-play for problem solving.
- Communicating needs and feelings in appropriate ways.
- Complimenting each other – finding good in others – a positive attitude accompanied by positive language.
- Observing other people's language, and encouraging the use of positive body language.
- Observance of routines.

### Discouraged Behaviours

- Unsafe actions such as running inside, pushing, kicking, hitting, throwing objects, sand or bark chips – actions which may be harmful to self or others.
- Negative language – hurting others feelings – verbal abuse, 'put downs', bullying, name calling and swearing.
- Aggressive behaviours – control through "power games" and ganging up on others.
- Excluding others from games and play (including gender, racial or cultural biases).



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- Destructive actions which could result in breakage, destroying of equipment, furniture, environment and others belongings.
- Inappropriate toileting behaviour.
- Inappropriate use of voice level – i.e. use quiet voice inside not shouting, screaming.
- Intrusion into another person's learning environment, physical/personal space, rights or privacy.

**PLEASE NOTE;** we are providing a service for a group of children with a varying range of abilities. These individual's abilities will be taken into account when handling situations that arise. From time to time we may have children attending our Centre with 'Special Needs', implementing our Behaviour Management Policy may be modified to appropriately address the individual needs of these children.

### Implementation Plan:

We plan to manage behaviour by –

- Modeling appropriate behaviour.
- Discussing our expectations of routines.
- Discussing specific rules for safety and fairness, explaining the reason for these and the consequences of certain behaviours with children and parents, seeking input and feed-back in order that those accessing the service have "ownership" of its rules.
- Encouraging the use of appropriate strategies to use in dealing with intrusion, conflict or threat.
- Helping children to develop tools of problem solving, so they can manage their own behaviour.
- Use of positive reinforcement – verbal (including praising the child, - mentioning the behaviour to parents, to the group, incidentally in the yard): non-verbal (smiles): and actual "rewards" (stickers, stamps, certificates /awards and comments written in communication books)
- Tactical ignoring of "non-threatening" attention seeking behaviours. If the child is not hurting itself, others or property and refuses to comply, then all other children and teaching staff may be removed from the child area, effectively giving the child "thinking time". The child will remain under observation by at least one staff member.
- Intervening where inappropriate behaviour has taken place – focussing the child/ren involved and discovering why it has occurred using the following steps:
  1. Alerting children to inappropriate aspects of their behaviour (safety considerations) – requesting that they desist in conjunction with explaining the reason for the "rule"
  2. A child may be given up to 3 warnings with explanations depending on individual situation
  3. The child may be:
    - a) re-directed to another play area.
    - b) re-directed to play with different children.
    - c) offered the option to modify behaviour and remain at the activity. If this is unsuccessful child involved will be denied access to play area or item for a period of time with limited choices of alternative.
    - d) Offered other activities (so child feels that the choice was his/hers.)
  4. If behaviour is repeated (or if in the first instance is dangerous) then the child may be asked to spend some "time out"



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- This may happen in a variety of ways depending on the physical environment where behaviour occurs:
  - e.g. - drops to the spot (i.e. where the incident occurs)
    - in a specific area in the centre (i.e. the kitchen, book corner)
    - on a (portable) chair, mat, cushion.
    - turning child to face away from large group/activity/game.
    - moving child away from the area to a less stimulating place.
- This will take place for a maximum of 3 minutes after which time the teacher will release the child by announcing that “time out” is finished now.
- If “time out” was imposed due to non-compliance the incident will be discussed and the child given the opportunity to carry out the original instruction/again appropriately participate in an activity or use of equipment to allow for success.
  - If “time out” was imposed for dangerous/extreme disruptive behaviours, most attention will be given to the child as he/she leaves “time out”, and the incident will not be mentioned once “time out” is over as this would reinforce going to “time out”.

[\*\*\*\*\***TIME OUT** is **time away form positive reinforcement or positive attention**. It can also be called “thinking time” or “calm down time” It is **NOT the same as punishment**, which would involve giving the child negative attention (i.e. yelling at the child) – it is more neutral. Time out is often used for **dangerous behaviours, extreme disruptive behaviours is repeated non-compliance when other strategies have not worked**. It will be managed by a Staff member, trained in behaviour management, not by a volunteer or student.]

### **Issue 9: March 2012**

\*This Behaviour Management Policy will be reviewed annually, in Term 1 of each year by the whole staff team.

### **Review due Term 1 2015**