



ASPENDALE NORTH KINDERGARTEN INC.
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BEHAVIOUR GUIDANCE POLICY

National Quality Standard – Quality Area 5 & 6

PURPOSE

Aspendale North Kindergarten is committed to providing an open, welcoming and safe environment.

Aspendale North Kindergarten is of the view that everyone plays a crucial and valuable role in the effective operation of the kindergarten and in enriching the children's program and acknowledges that without the support, participation and contribution of families the service could not operate.

POLICY STATEMENT

1. VALUES

This policy provides guidelines to promote desirable and appropriate behaviour to ensure that all interaction with children and adults is respectful, honest, courteous, sensitive, tactful and considerate.

It does not provide all the answers but is a broad outline of behavioural principles, expectations and ideals that will assist in ensuring the safety and wellbeing of children, families and staff at Aspendale North Kindergarten.

2. BACKGROUND AND LEGISLATION

- Children (Education and Care Services National Law Application) Act 2010 Sections 166–167
- Education and Care Services National Regulations 84, 168:
- Links to National Quality Standards: Quality Area 1: Educational Program and Practice
- Quality Area 5: Relationships with Children

3. PROCEDURES

The Approved Provider must ensure that all educators and staff at the service who work with children are aware of the current child protection law in the provider's jurisdiction and understand their obligations under that law.

The Nominated Supervisor and all educators and staff will ensure that:

- The dignity and rights of the child are maintained at all times.
- Each child will be supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

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- The environment is safe and secure and free from bullying, harassment, intimidation and victimisation.
- Each child will be given positive guidance toward socially acceptable behaviour.
- No child will be subjected to or treated with any form of corporal punishment or any punishment that is intended to humiliate or unnecessarily intimidate the child.
- No child will be isolated for any reason other than their own or other's safety, illness, accident or an approved arrangement or appointment with parental consent.

The nominated supervisor and all educators and staff members will:

1. View the management of difficult behaviour and special individual requirements as an integral part of their educational programme for all the children, since these situations provide opportunities for modelling respect for others, equanimity, problem-solving and a range of social skills;
2. Create an environment which minimizes difficulties by offering acceptable choices and ensuring adequate activities, space and supervision while avoiding situations which may encourage inappropriate behaviour.
3. Be sensitive to the many factors which influence a child's behaviour e.g. medical, health, family, emotional or centre aspects.
4. Use their knowledge of individual children's personalities and friendship preferences to support children to manage their own behaviour and develop an understanding of others' feelings;
5. Develop secure attachments and be emotionally available to children to help them to organise their feelings;
6. Support children in planned and spontaneous experiences to develop and practise the skills required to participate in group discussions and shared decision making with their peers;
7. Support children when they are trying to negotiate and resolve conflicts with others;
8. Support children who are subject to aggressive or bullying behaviour, including social isolation and, where applicable, cyber-bullying ;
9. Encourage individual children, groups of children and/or parents to be involved in developing, implementing and evaluating strategies to manage behaviour;
10. Ensure that their expectations are clear and reasonable;
11. Be consistent in setting limits so that children are not confused by experiencing different approaches from each staff member;
12. Act professionally by being consistent, unbiased, providing an appropriate role model and discussing individual cases with other staff members for strategic planning;
13. Recognise their own limitations and seek support when they feel unable to deal with a specific situation due to personal difficulty or high stress levels;
14. Discuss children's behaviour with the child's parents and be sensitive to the variety of expectation and child rearing practices among different cultures and social groupings.
15. Work with each child's family to ensure that a consistent approach is used to support children who have behavioural or social difficulties and to develop an Individual Behaviour Management Plan if necessary;
16. Genuinely and sensitively support children who have specifically diagnosed behavioural or social difficulties to understand how their own actions affect others;
17. Collaborate with schools, other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties .

The Kindergarten may refuse placement or exclude a child already in attendance on the grounds that the child's attendance may result in serious harm to themselves or others.

Behaviour management strategies

APPENDIX A

Specific behaviour management strategies which focus on the child include the following:

- a) Giving clear and frequent explanations of the rules, verbally and visually;
- b) Empowering children and encouraging problem solving by involving them in the development of class rules;
- c) Establishing fair and reasonable consequences;
- d) Acknowledging the child's feelings;

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- e) Working with the child's strengths and interests to promote and reinforce the desired behaviour;
- f) Taking opportunities to identify and reinforce appropriate behaviour;
- g) Being patient, gentle, calm and reassuring even when children strongly express distress, frustration or anger, remembering that it is the behaviour we wish to discourage, not the child.
- h) Using positive language, appropriate gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them;
- i) "Ignoring" or distracting the child;
- j) Modelling appropriate behaviour;
- k) Teaching conflict resolution skills at the child's language level e.g. "Stop. You're hurting me."
- l) Using books, drama, puppetry, music etc. to support children in appropriate Superhero/fantasy/pretend play;
- m) Taking any opportunity to share experiences of delight and quiet and energetic play with the child;
- n) Offering alternatives when appropriate, so that the child can make choices/judgements;
- o) Being alert to warning signs of anxiety; triggers to undesired behaviour etc (complete an ABC –antecedent, behaviour, consequence – if necessary)
- p) Providing cathartic experiences such as sensory play, a soft toy to hug, stress balls, a punching bag to hug or punch, freedom to run in the playground and "engine room experiences" which will help to maintain optimal levels of arousal;
- q) Following through with appropriate consequences when children continue inappropriate behaviours;
- r) Removing the child from an activity or situation until he/she can behave in a more acceptable manner and has gained emotional equilibrium;
- s) Redirecting the child to another activity;
- t) Physical restraint - when a child is in danger of harming themselves or others;
- u) Helping the child to re-enter the group after being in an aggressive state;
- v) Restoring a positive relationship with the child before you both go home;
- w) Remaining calm and remembering that it is the behaviour we wish to discourage not the child;

Sources:

Guide to the National Quality Standard: Quality Area 5

KU Children's Services Guiding Children's Behaviour Policy V.1 – 2008

Mudgee Preschool Behaviour Management Folder (in library)

AUTHORISATION

This policy was adopted by the Approved Provider of Aspendale North Kindergarten in 2015 and reviewed in August 2019.

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