



# Seaford K-7 Campus Preschool BEHAVIOUR SUPPORT POLICY

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

- All children have the right to feel secure and to learn and develop in a psychological and physically safe environment
- 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
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's well being, learning and development.
- That the consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours
- That family consultation is valued and their individual perspectives respected
- 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 team 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
- Ensuring that limits set are reasonable and understood by all children and adults
- Providing an enriching and engaging program that enables each child to experience success, a sense of well being and gives opportunities to express feelings through sensory and other forms of play
- Using positive verbal and non verbal guidance
- Demonstrate 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.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour
- Valuing children as individuals within their family and cultural context
- Involving children in 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
- Encouraging open two way communication with families to ensure that each child's rights are met

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

- Reminding children of expectations and limits and the reasons for these
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately
- 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 behaviour plans in partnership with families and support services
- Being aware of our limitations and seeking assistance when required
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time

## **Expectations for positive behaviour at Seaford K-7 Campus Preschool**

At Seaford Kindergarten, caring for ourselves, caring for others and caring for the environment looks like this:

- We speak to others by name in a respectful tone using kind words
- We help each other to wait for a turn, share toys and equipment and can include others in our play and conversations
- As a community of learners we encourage and support each other's learning- we value everyone's artwork, making, games and group time participation
- We listen to each other and allow each other time and to think and respond constructively to reasonable instructions and requests- we value children's voice
- We play in safe areas where a teacher is present to supervise at all times
- We wear a hat outside when daily UV indicates 3 or higher
- We follow our hand hygiene practice and respect other people's need for privacy and quiet in the bathroom/ toilet area
- We use toys, equipment and play spaces respectfully and according to the purpose
- We all help to set up and pack up the learning environment
- We resolve conflict through negotiating rather than through physical force, avoidance, blaming or complaining
- We show care and empathy for all at kindergarten including visiting animals and younger children
- If we have wronged or hurt someone, we can take steps toward making things right again

### **The behaviour support policy is implemented in the following ways:**

- The curriculum includes explicit teaching about body awareness, emotional states and self-regulation to help children make positive choices
- Children are explicitly taught strategies and scripts to keep themselves and/or others safe when a conflict occurs
- Violent-themed play where others are targeted, attacked or demeaned is stopped immediately. This may mean no super hero play at kindergarten
- Children are supported to put right an upset caused to other people and/or to property in a way that preserves everyone's dignity and provides a fresh start
- For some children, individual learning plans (ILP) are written and reviewed in consultation with his/her family to increase positive behaviours and decrease unsafe/ harmful behaviours at kindergarten

### **When children engage in unsafe behaviour, staff will:**

- Redirect the play or the child toward a positive alternative
- Offer choices/warn of natural consequences (if you throw sand, you need to leave the sandpit)
- Use a problem solving approach with the child (What happened? What do you need? Let's think of a fair way to get what you need)

### **If unsafe behaviour continues, staff will:**

1. Remove the child to provide time and a safe space (supervised) for him/her to re-gain calm and the capacity to make a positive choice
2. Staff will notify his/her family. A behaviour support plan in consultation with the family may be written to ensure that everyone is working together to support the child

### **If unsafe behaviour escalates, staff will:**

3. Contact DECD Support Services and Work Health & Safety Services to seek further advice and support.

Open communication between staff and families is sought at all times. At any stage staff may seek a meeting with parents/carers to promote the development of positive behaviours by their child at preschool.