



Behaviour Guidance Policy: **including information regarding bullying and harassment**

Documented guidelines regarding behaviour and guidance for children help ensure that children, families and staff have a safe environment. They promote acceptable behaviour and outline guidance measures for staff. This Behaviour Guidance Policy is reflective of our Kindergarten Values:

Caring, Commitment, Fairness, Honesty and Respect.

DECD, school and preschool communities, services and agencies will work together to create learning communities which are:

- safe
- inclusive
- conducive to learning
- free from harassment and bullying
- sensitive and inclusive of the wider community

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As a staff team we believe:

- Everyone has the right to feel valued, safe (psychologically and physically) and happy - children, staff and families (Meadows & Districts Kindergarten Vision Statement)
- Children have the right to express their feelings
- Children have the right to be supported to develop the appropriate skills and positive behaviours to manage their feelings
- Nurturing relationships and consistent emotional support helps children to learn these skills and behaviours, so that they can interact positively with others (Early Years Learning Framework, p.12)
- That the consideration of children's individual needs are crucial to successful learning and the development of positive behaviours
- It is important that families and educators work together to develop common goals for a child's wellbeing and learning
- Children have the right to be supported by adults (parents and educators) who model appropriate behaviours and ensure consistent limits for behaviour are set

Encouraged Behaviours (examples)	Discouraged Behaviours (examples)
<p>Being helpful and caring for others and the environment</p> <p>Interacting in respectful ways - talking and listening</p> <p>Keeping ourselves and others safe</p> <p>Co-operating, negotiating and helping to solve problems</p> <p>Getting help for ourselves and our peers</p> <p>Being honest</p> <p>Being fair and inclusive</p> <p>Respecting and caring for resources and equipment</p> <p>Sharing and turn taking</p>	<p>Harming others or the environment, through words or actions</p> <p>Using bad language and put-downs</p> <p>Being unsafe - eg. throwing sand, hitting, kicking, spitting, biting, ignoring safety rules</p> <p>Lying about our actions</p> <p>Excluding others</p>

It is important to note that single incidents of conflict are not regarded as bullying.

As a staff team we promote positive behaviour and interactions by:

- Providing an enriching and engaging program in a safe, equitable, respectful and supportive learning environment, where learning is co-constructed through a play-based curriculum that is challenging, rewarding, relevant, inspiring and fun (Meadows & Districts Kindergarten Purpose Statement) In this way we promote a sense of belonging, being and becoming and provide opportunities for a quality learning environment.
- Planning enabling opportunities for the development of skills including resilience, agency, entry and exit play skills, appropriate risk-taking, conflict resolution, independence, leadership, respect for others and communication
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible
- Interacting positively, using respectful language and acknowledging and modelling appropriate language and behaviour, including active listening
- Demonstrating empathy and sensitivity towards each child
- Involving children in learning about our values and what they look like in action, and reviewing behavioural expectations and consequences
- Encouraging open two-way communication with families to ensure that each child's context and needs are understood so that their rights can be met
- Valuing children as individuals within their family and cultural context
- Ensuring that limits set are reasonable and understood by all children and adults
- Attending current and relevant staff training
- Implementing the 'Keeping safe' Child protection curriculum throughout the year

We will respond to inappropriate behaviours by:

- Reminding children of behavioural expectations and limits and the reasons for these

- Supporting children to problem solve and negotiate to find resolutions and to manage and communicate their emotions appropriately and safely
- Using practices that support children to empathise with others and restore relationships
- Moving children away if they are at risk of being hurt by someone that is upset
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's wellbeing 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
- Where necessary, planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services
- Being aware of our own limitations and seeking assistance from other professionals in our organisation when required
- Only withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is present all the time.
- Using visual prompts, sensory tools and social stories to support children who are not managing or communicating their emotions
- ONLY in situations when a child becomes physical in an unsafe manner to themselves or another person an educator will hold the child's arms across the child's chest, whilst holding the child in their lap. Families of the child will be informed when this happens.

Parents/caregivers will promote positive behaviour and interactions by:

- Sharing the responsibility of implementing this Behaviour Guidance Policy
- Modelling appropriate behaviour in the kindergarten environment
- Providing timely and relevant information to staff that may help to explain some behaviours
- Supporting staff to plan for, promote and review their child's interactions and behaviour. A Behaviour Support Plan can be written to outline strategies. Consistent strategies at kindergarten and home support children's wellbeing and learning
- Working together with staff to enhance children's sense of belonging.

Children will:

- Feel as though they are valued members of the kindergarten and that their 'voice' is heard
- Be supported to engage in learning about the kindergarten's values
- Be supported to learn to use the 'Stop, Think, Do' approach
- Learn to express their feelings by talking about them.

References:

- Early Years Learning Framework
 DECD School Discipline 2007
 DECD Behaviour Support Policy for Early Childhood Services 2004