



# WILMINGTON KINDERGARTEN

## Behaviour Guidance Policy

### Philosophy:

At our centre we:

- ❖ Provide a safe, fun, friendly and caring place.
- ❖ Provide an age appropriate play based program using the Early Years Learning Framework.
- ❖ Provide an inclusive and engaging environment
- ❖ Provide a continuous cycle of planning and assessment which supports each child's individual learning journey.
- ❖ Encourage family and community involvement to provide a quality centre by working as a team.

### Rationale:

As Early Childhood Educators we believe that all children are developing emotionally and socially and will need our support and encouragement to develop socially acceptable behaviours. We believe in a guidance approach (L. Porter, 2002) which is based on the idea of childhood development, that behavioural mistakes are inevitable. They are a learning process and reflect the child's emotional and social capabilities or inabilities and that a behavioural mistake should be regarded as proof that the child needs more practice, support and guidance from the adults at the centre. We also believe that as educators we must develop and foster strategies within our children of problem - managing self-determination, self-regulation, emotional and resilience and intrinsic pride. Bullying including cyber-bullying, harassment and violence are not acceptable in this preschool and will be dealt with seriously and expediently. The Kindergarten will work with its community and other services and agencies to support children, parents and staff in being responsible and productive members of this community.

### Legislation:

Teachers Registration and Standards Act 2004

Code of Conduct for SA public sector Employees 2005

Occupational Health, Safety and Welfare Act 1986 (including Safe Work SA Amendment)

Equal Opportunity Amendment Act 2008

Commonwealth Privacy Act 1988

Children's Protection Act SA 1993

National Safe Schools Framework 2011

### Children Need:

- ❖ An environment of support, guidance and regulation to develop age-appropriate social and emotional skills
- ❖ A Safe and healthy environment to enjoy their preschool experience.
- ❖ To become aware of needs of others as they mature and how to be thoughtful and fair.
- ❖ An environment that discourages bullying.

#### Parent Need:

- ❖ To know that their child is safe and happy at the centre.
- ❖ To be aware of the behaviour guidance strategies and policy that the centre applies to the preschool environment and how the staff are working to achieve social-emotional skills.
- ❖ That every child has the right to attend the centre and that staff will treat each child's individual needs.
- ❖ That all children, staff and parents are safe from bullying and any acts of violence at the centre and elsewhere that occur will be reported to the relevant authorities.

#### Staff Need:

- ❖ To know that the child's individual need and their level of social-emotional competence and to plan interventions that will promote age-appropriate skills for the child.
- ❖ To communicate with colleagues, parents and support agencies about the individual needs of the child and to keep any relevant documentation to support their planned interventions.
- ❖ To treat each child with respect and warmth, to develop a genuine relationship with the child and to separate the behaviour from the child.
- ❖ To be aware if the need to continue learning as an Early Years educator and as a professional so that they are continually aware of the new findings in their profession and able to adopt wise practise.
- ❖ To be supportive of the centre philosophy and contribute to the well being of the centre.
- ❖ To report any bullying or acts of violence to the relevant authorities.

#### Management Need:

- ❖ All staff to follow a consistent and age appropriate management approach to the situation.
- ❖ All staff to separate the behaviour from the child and ask for support if experiencing difficulty with a child's behaviour.
- ❖ Documentation to be filled out on a child's behaviour such as hitting, biting, spitting or hurting others or destroying property.
- ❖ Child behavioural concerns are addressed and reviewed on a regular basis during staff meetings.
- ❖ For extreme cases of behaviour, meeting with parents, staff and inter agencies occur to implement change and the learning of new strategies.
- ❖ Bullying data is to be presented to the Governing Council Meetings.

Wilmington Kindergarten will implement this by:  
*All individuals need to be treated with respect at all times.*

- ❖ The adult will speak calmly.
- ❖ Resources will be used to help the child learn strategies to monitor their own behaviour and behave in an appropriate manner.

- ❖ The child may be excluded from the activity if staff believe that the child's actions are impacting on the safety of either themselves or their peers.
- ❖ Data is collected to pin point the triggers for the behaviour and this information is then used to implement effective strategies with the child and their family.
- ❖ If a child continuously hits or spits at children or staff, parents will be asked to collect the child and the child can resume Preschool the next day.

***Families, staff, other significant adults and peer behaviour influences children's choices.***

- ❖ Good relationships will be developed and maintained with families so the concerns can be addresses as a team.
- ❖ Social stories will be duplicated so that parents can use them at home.
- ❖ Staff will support families through meetings and provide up to date information about positive behaviour management practices.
- ❖ At the beginning of each term for one week, the children will be taught how to develop and maintain friendships and learn strategies to develop positive social skills through a social development program.
- ❖ Bullying including cyber-bullying, harassment and violence is not acceptable in the preschool and will be dealt with.
- ❖ Staff will listen and record information given by the parent/s concerned with any acts of violence and report it to the relevant authorities.
- ❖ The centre will promote safety and provide opportunities for parents for prevention, intervention and post-intervention strategies around bullying, harassment and violence.

***Corporal punishment is a violations of the basic human rights of children and is highly inappropriate.***

We will endeavour to provide a safe, caring, well-planned environment in which expectations of children's behaviours are expressed in a positive and explicit manner, and that are developmentally age appropriate.

Staff members are obliged to take reasonable care to protect children from foreseeable risk of injury as their duty of care and practice a high standard of supervision.

Special Service Staff of children's services should provide professional advice to staff and provide Directors with clear information of what action may be needed to ensure that the needs of the child and safety of the other children in extreme cases.

Reference and useful websites:

- ❖ Porter L. 2006 'Children are people too. A parent's guide to young children's behaviour.' Bowden SA: East Street Publications
- ❖ Porter L. 2002 'Educating Young Children with additional needs.' Crows Nest NSW, Allen & Unwin
- ❖ [www.cyh.com.au](http://www.cyh.com.au)
- ❖ [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)
- ❖ [www.childhood.org.au](http://www.childhood.org.au)
- ❖ [www.raisingchildren.net.au](http://www.raisingchildren.net.au)
- ❖ [www.parenting.sa.gov.au](http://www.parenting.sa.gov.au)
- ❖ [www.facs.gov.au](http://www.facs.gov.au)
- ❖ [www.schools.sa.gov.au/speced2/pages/cybersafety](http://www.schools.sa.gov.au/speced2/pages/cybersafety)
- ❖ [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)

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Chairperson  
Governing Council  
2012

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Director  
Wilmington Kindergarten  
2012

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