



**Callington Kindergarten
Behaviour Guidance Policy**

Policy Number **6**

Issue Number **1**

Link to NQS for ECE Principals:	1.1.1	5.1.1
	1.2.2	5.1.2
	2.3.1	5.2.1
	2.3.2	5.3.1
	2.3.4	5.3.2
	4.1.1	6.2.2
	4.1.2	6.3.1
	4.3.3	

Policy statement

At Callington Kindergarten we believe that children and adults have the right to feel.....

- | | | | |
|-----------|------------|------------|------------|
| *Trusted | *Secure | *Supported | *Respected |
| *Accepted | *Cared for | *Valued | *Safe |
| *Welcome | | | |

With this right comes the responsibility for everyone to display.....

- | | | |
|-------------------------|-----------|--------------|
| *Tolerance to diversity | *Fairness | *Honesty |
| *Respectful behaviours | *Equity | *Cooperation |

Callington Kindergarten recognises values and celebrates the differences and similarities that exist in all persons¹.

- Families and staff should use appropriate strategies to guide children to recognise, manage and learn from their behaviours and express their emotions in positive, non-threatening and productive ways.
- Callington Kindergarten is committed to a Behaviour Guidance Policy because it:
 - reflects the values, attitudes and current recommended strategies that promote positive play behaviours and patterns;
 - respects the importance of interactions and relationships between children, families and staff;
 - understands why children behave in certain ways in specific circumstances;

¹ For the purpose of this policy, 'persons' include <children, families, staff, carers, carers' family, , students, volunteers, visitors, local community, school community.

- promotes realistic play and behaviour limits that guide children's safety and security rather than curb their play experiences, curiosity or creativity;
 - defines clear and transparent caregiving strategies that communicate how behaviour guidance is implemented by the service;
 - informs the service's stakeholders about the procedures involved in behaviour guidance management plans; and
 - explains the service's commitment to professional development and utilisation of external agencies.
- The purpose of the kindergarten's Behaviour Guidance Policy is to:
 - encourage acceptable forms of behaviour by using strategies that build children's confidence and self-esteem;
 - provide children with support, guidance and opportunities to manage their own behaviour; and
 - promote collaborative approaches to behaviour guidance between the service's stakeholders and/or external agencies.
- The kindergarten recognises and understands that a child's behaviour may be affected by their:
 - age and development;
 - general health and wellbeing;
 - relationships with their family;
 - play and learning environments, which includes the physical indoor/outdoor settings, the weather, the time of year, the time of day;
 - Staff care giving strategies and practices, which includes how those strategies are implemented;
 - relationship with other children and stakeholders, such as students, volunteers and visitors; and
 - external factors, such as family, home life, school or peer group experiences, or media coverage of traumatic events.
- Families and staff display respect and empathy towards children when they label behaviour and not the individual child. This means that behaviours are managed, not children.
Staff, other children and families should refrain from labelling a child's inappropriate or negative behaviour as 'naughty' or 'bad'. Similarly, traditional labels such as 'good boy' or 'good girl' identify the individual but not the positive behaviour.
- While staff are aware and respect individual children's and families' backgrounds and beliefs, it may be necessary to balance the individual needs of stakeholders with staff knowledge of developmentally appropriate practices and current best practice recommendations from recognised authorities.
- The *Occupational Health and Safety Act* states that employers have a duty of care to their employees to ensure that the working environment supports emotional and mental wellbeing.
Staff/carers who are implementing behaviour guidance strategies and/or plans for children that display inappropriate behaviours, (especially if the behaviour is aggressive towards other children or adults) need continued support and assistance. Staff/carers can experience levels of stress or anxiety, which may lead to sickness or apathy in the workplace. Services have a duty

of care to ensure that employees' mental and emotional wellbeing is considered, as well as the child's need for positive behaviour guidance strategies.

Rationale

Children face many challenges throughout their lives. Learning acceptable behaviours and being able to regulate their own behaviours in different social and emotional environments, or when interacting with their peers or adults, are two of those challenges.

Sound knowledge and understanding of children's social, emotional and cognitive development and recommended appropriate practices assist services in developing a behaviour guidance policy. The kindergarten's policy and practices must reflect the commitment of staff to establish behaviour management strategies, with children and families, which ensure that children are treated with the same respect and empathy as an adult would expect.

Important:

- The use of physical punishment² by staff/carers/students/volunteers/visitors as a behaviour guidance strategy is not acceptable under any circumstances.
- The use of isolation, humiliation, intimidation or negative labelling by staff/carers/students/volunteers/visitors as a behaviour guidance strategy is not acceptable under any circumstances.
- In meeting the kindergarten's duty of care under the DECS rules and regulations there is a shared responsibility between the service and its stakeholders that the Behaviour Guidance Policy and procedures are adhered to.
- Callington Kindergarten also abides by the "Code of Ethics for the SA Public Sector" that assists in governing their policy and procedures.

Strategies and practices

Behaviour guidance strategies

Behaviours we will encourage to maximise positive interactions are.....

- Caring for others
- Age appropriate positive interactions and language
- Helping and supporting each other
- Talking through conflicts
- Taking responsibility for our own actions
- Child protection skills and training
- Sharing and taking turns
- Negotiating with peers
- Active listening to, and from staff
- Identifying a problem and attempting to solve it
- Displaying empathy for others
- Managing emotions and behaviour appropriately

² For the purpose of this policy, physical punishment includes smacking, hitting, slapping, kicking, pinching, pulling, pushing, shoving or the inappropriate manhandling of a child by an adult.

Behaviours we will discourage are.....

- Being hurtful, emotionally and physically
- Put downs
- Harassment

Children

Children are active participants in the development, implementation and monitoring of behaviour guidance management plans, and should be consistently communicated with during the process.

Establishing limits

- Children are involved in establishing play and safety limits in the service, which reflect recommended best practices, and the consequences involved when limits are not adhered to.
- Reflective questions engage children to think about their practices and environment. Encouraging children to develop their play and learning limits and consequences, reinforces ownership of the service's practices.
- Defining limits in terms of a 'positive' instead of a 'negative' assists children to remember what to do rather than what not to do. For example, 'children walk inside' is preferable to 'children do not run inside'.
- Establishing limits depends on the developmental level of children. Younger children require safety and guidance limits established for them by adults, while staff/carers can vary their communication style and language with older children to negotiate limit setting.

Establishing spaces

- Children are involved in establishing play and learning spaces in the environment which includes areas where children can find solace, peace and relaxation.

Families

Crucial to the success of behaviour guidance is the role of families play, especially parents. Families should be provided with regular opportunities to contribute to the development and review of their child's behaviour guidance strategies and plans, along with the kindergarten's overall strategies to promote positive outcomes for the child.

Enrolling, orientating and settling families into care

- The kindergarten informs families about the behaviour guidance policy on enrolment and seeks information from families about the behaviour guidance strategies used at home.

Establishing lines of open communication and expectations

- Families should have the opportunity to express their thoughts, expectations and feelings openly with staff/carers.
- Staff will extend open lines of communication with families in regards to maintaining behaviour guidance strategies and practices.

Staff/Carers

Kindergarten staff will support the site behaviour policy by....

- By engaging the children in developing behavioural expectations and goal setting as a group.
- Modelling and supporting children in problem solving and negotiation skills.
- Managing inappropriate behaviour immediately.

- Supporting children with “time in” when necessary
 - When inappropriate behaviour continues to occur, after discussion and supported “time in” then “time out” away from the activity may be necessary.
 - Maintaining consistency with the code
 - Sharing information with parents/caregivers and seeking responses.
 - If necessary and with parent support, developing an individual learning plan to assist a child with appropriate behaviour at Kindy.
 - Where staff and families need extra assistance to manage a child’s inappropriate behaviour a departmental referral form for special services may be lodged.
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- Staff respond to, and acknowledge children’s emotions, such as happiness, anger, pleasure, fear, anxiety, frustration, sadness, and pride.
 - Staff acknowledge that the emotions experienced by children are significant.
 - Staff understand that children may not have developed the appropriate strategies to express emotions due to their age and/or stage of development.
 - Staff attitudes and care giving strategies demonstrate an understanding and empathy towards children who display behaviours that are not always consistent with their development and/or general disposition.

Compliance with legislation

- Callington Kindergarten staff are mandated to protect and care for the physical and emotional wellbeing of all children entering the site. This State Government law must be acted upon by staff if they feel any child is at risk of harm from another person, be it family member, staff member or other

Staff/Carer professional development opportunities

- Callington Kindergarten aims to maintain and improve the skills and knowledge of all staff in relation to behaviour guidance through;
 - Providing opportunities that are available for staff/carers to review limits established by the service.
 - Informal discussions on the ways to deal with children who display inappropriate behaviours.
 - Attending training and development to improve skills and knowledge.

Protective Behaviours and Practices

Staff, carers, students and volunteers as role models

- Children learn through example and modelling is an important way to teach children behaviour guidance practices.
- Staff, students and volunteers must comply with the Behaviour Guidance Policy.

Communication with different stakeholders

Accessing external support agencies

Callington Kindergarten staff are able to access a range of support information, strategies and advice from the DECS Behaviour support team and Early Years Support Services with written parental permission.

Behaviour guidance management plans

- A behaviour guidance management plan is an example of how a kindergarten and its stakeholders observe, plan, implement, evaluate and document strategies that reflect when a child is non-compliant to the established limits of play and interactions. For example, swearing; hitting, smacking, or kicking other children or adults; or potentially causing harm to them.
- These plans will :
 - be based on evidence that the displayed behaviour is inappropriate;
 - be observed and documented over a period of time that suggests a pattern is emerging;
 - include inappropriate behaviours that occur consistently;
 - include inappropriate behaviours that occur with consistent triggers;
 - identify that the behaviour could possibly harm another child or adult;
 - define the context within which the behaviour occurs; and
 - reflect a collaborative approach with the child's family.
- The kindergarten may decide to define those behaviours that are not acceptable. This may determine when a behaviour guidance management plan is required if there are additional factors, such as the frequency of the behaviour and the age of the child.
- It is important for the kindergarten to identify the context of the behaviour.

Policy review

- The service will review the Behaviour Guidance Policy and guidelines every 12 months.
- Families are encouraged to collaborate with the service to review the policy and procedures.
- Staff are essential stakeholders in the policy review process and will be encouraged to be actively involved.

Procedures

The following are examples of procedures that the Callington Kindergarten may employ as part of its practices.

Examples:

- Communicating with children, families and staff when a behaviour guidance plan is required.
- Communicating with children, families and staff when a behaviour guidance plan is being implemented and monitored.
- Documenting and implementing behaviour guidance caregiving strategies and plans.
- Enrolling new children and families into care.
- Employee induction procedure.
- Evaluating and monitoring behaviour guidance strategies and plans.
- Observing children for a behaviour guidance management plan.
- Orientating and induction procedure for external support agency staff.
- Orientating and settling new children and families into care.
- Policy development and review procedure.
- Procedure for non-compliance of the Behaviour Guidance Policy and procedures by a:
 - child;
 - staff/carer;
 - family member; and

- student/volunteer.
- Student and volunteer induction procedure.

Links to other policies

The following are a list of examples:

- Child protection
- Enrolment of new children and families to the service
- Grievances and complaints management
- Occupational health and safety
- Staff as role models
- Supervision
- Supporting children's individual health needs

Sources and further reading

- Early Childhood Australia Inc. (2007). *The code of ethics*. Retrieved May 2, 2007, from http://www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_australias_code_of_ethics.html
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- Porter, L. (2003). *Young children's behaviour: Practical approaches for caregivers and teachers* (2nd ed). NSW: MacLennan & Petty.
- Porter, L. (2006). *Children are people too: A parent's guide to young children's behaviour*. Adelaide: East Street Publications.
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- Stonehouse, A., & Gonzalez-Mena, J. (2004). *Making links: A collaborative approach to planning and practice in early childhood services*. NSW: Pademelon Press.
- UNICEF (n.d.). *Fact sheet: A summary of the rights under the Convention on the Rights of the Child*. Retrieved April 4, 2007, from http://www.unicef.org/crc/files/Rights_overview.pdf

Useful Websites

- Children, Youth and Women's Health - www.cyh.com.au

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Signatures:

Director :

Governing Council Chairperson: