Policy Statement

- Children at preschool/child care are learning to express feelings such as anger and frustration appropriately.
- Staff and parents/caregivers share responsibility for creating a safe, secure environment and consistently modeling and appropriate behaviours.
- Whilst on the premises, parents/caregivers will observe the Behaviour Code when addressing their child’s behaviour. Under no circumstances should parents/caregivers discipline other children.
- All parents/guardians will be notified of this policy.

Rationale

- Everyone has the right to feel safe at our centre.
- Children learn most effectively when they experience success in a supportive environment which fosters the development of respectful relationships, co-operation with others and empathy.

Strategies, Practices and Procedures

<table>
<thead>
<tr>
<th>ACCEPTABLE BEHAVIOUR EXAMPLES</th>
<th>UNACCEPTABLE BEHAVIOUR EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Respecting and caring for others</td>
<td>▪ Physical violence including hitting / pushing,</td>
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<tr>
<td>✓ Sharing and taking turns</td>
<td>=kicking, hair pulling, pinching, throwing sand, biting</td>
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<tr>
<td>✓ Being cooperative</td>
<td>▪ Swearing</td>
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<tr>
<td>✓ Participating in activities</td>
<td>▪ Teasing / name calling</td>
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<tr>
<td>✓ Being friendly</td>
<td>▪ Speaking unkindly or rudely</td>
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<tr>
<td>✓ Listening</td>
<td>▪ Excluding other children</td>
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<tr>
<td>✓ Helping</td>
<td>▪ Climbing fences</td>
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<tr>
<td>✓ Using appropriate social language and actions</td>
<td>▪ Running inside the building</td>
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<tr>
<td>✓ Valuing other people’s property (including something they have made or built)</td>
<td>▪ Destruction of property (including plants)</td>
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<tr>
<td>✓ Walking inside the building</td>
<td>▪ Violent games using toy / imaginary weapons</td>
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<td></td>
<td>(violent games and toy weapons are frightening for some children and are not permitted at the centre)</td>
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</table>

To promote acceptable behaviour, educators will:

- Set clear goals and consistent rules/limits suitable for the age group.
- Clearly state positive behaviour expectations when addressing inappropriate behaviour, e.g. “Please walk inside”.
- Be available to children when they report inappropriate behaviour (i.e. follow up concerns rather than dismissing them).
- Help children learn to recognise and express their feelings in an appropriate way.
- Help children realise the consequences of their behaviour, e.g. having them help if they have hurt someone.
- Help children solve their problems in a non-threatening way, encouraging and supporting children and offering solutions to conflict in a positive way.
- Redirect or change the play environment to make play safer and explain and discuss these changes with the children.
• Let children know as often as possible that they have behaved in an acceptable way through smiles, positive gestures (clap, thumbs up, high-five) and comments that reinforce the positive consequences of appropriate behavior for everyone.
• Model appropriate behaviour at all times.
• Use books/songs/games/puppets/ TV characters that promote acceptable behaviour.

NO FORM OF CORPORAL PUNISHMENT OR LANGUAGE WHICH DEMEANS OR BELITTLES CHILDREN WILL BE TOLERATED AT THE CENTRE.

If unacceptable behaviour continues, staff will:
• Tactically ignore the behaviour if it isn’t affecting others.
• Explain why the behavior is inappropriate and suggest a positive alternative.
• Give warnings.
• Use ‘calm down time’ or ‘time away’ (to be implemented by trained staff and not volunteers/students).
• Inform parents/guardians of steps taken and discuss a behaviour plan for the child.

In the case of highly disruptive behaviour, children may be removed from the group to walk or sit with an adult for a short period of time in order to calm down, keep other children and staff safe and allow the regular program to continue. The child will be given specific feedback about their behaviour and clear expectations for appropriate behaviour. If a child needs repeated time away, parents/ caregivers will be informed so that educators and families can work together to help the child develop appropriate behaviours.

Extreme, violent or of out of character behaviour will be reported to parents of both the perpetrator of the behaviour and the victim (if applicable) at the earliest opportunity.

Referrals to Preschool Support may be made for children who need additional help with behaviour management. In this case, informed consent for referral will be sought from parents/caregivers.

Policy Created/Reviewed Date: March 2013
Review Due Date: March 2014

Approval Signature: __________________________  __________________________
Governing Council Chairperson  Director