



## BEHAVIOUR GUIDANCE POLICY

(This is one component of our Child Safe Environment Policies)

### AIM

The preschool management and staff will:

- Ensure the United Nations Convention of the Rights of a Child are the foundation of interactions.
- View children as capable and competent, with the right to a voice, and able to contribute to decisions that affect them.
- Ensure the behaviour management strategies support the health, wellbeing, safety and protection of all children.
- Ensure a nurturing supportive environment which promotes the belonging and being of all children and families.
- Create a foundation of reciprocal, trusting and high expectation relationships with children, families, and colleagues.
- Ensure children are treated with respect and empathy.
- Ensure behaviour guidance complies with all National Laws and Regulations.

### PROCEDURE

**The staff at Lennox Head Community Preschool will:**

- View behaviour as a child's way of communicating. What is this communication telling me and what does this child need?
- Be responsive to children's thoughts and feelings, supporting them to develop a strong sense of wellbeing.
- Interact positively and meaningfully with children to support a sense of belonging that fosters self-esteem which will contribute to the development of identity. This approach will support children to understand their own strengths, abilities, and interests.
- Support children's behaviour by using strategies that build confidence and self-esteem.
- Support children to reflect on their own behaviour and if needed create ideas for alternative ways of engaging to achieve their desired outcome.
- Support children to develop an awareness of the needs and how these can be negotiated through conversations and interactions.
- Ensure the dignity and rights of each child and their family values are always maintained.
- The staff will model and promote children to recognise, manage and learn from their behaviours and express their emotions in a safe way.
- Support the individual families background and beliefs with developmentally appropriate practises.
- Support the emotional and mental wellbeing of children and staff.
- Be consistent in their guidance so that the children know what is expected.
- Provide positive models of behaviour and respond to situations to maintain a trusting environment.
- Encourage children's active involvement while guiding them in play, exploration and problem solving.
- Develop strong attachments with children to support a sense of security, taking time to get to know and value them as an individual.
- Be clear about the consequences for the child when the behaviour continuously differs from expectations.
- Engage in Professional Learning to build understanding of current approaches and expand skills to respond to a diverse range of behaviours.

- Develop collaborative partnerships with parents/guardians regarding their child's behaviour and families expectations.
- Support children with diverse needs through the implementation of individual plans and when, possible collaborate with specialists and families.
- When aggressive behaviour is observed repeatedly, documentation of the frequency, duration, triggers, and level will be made to assist with a management plan.
- Cool down areas will be provided close to educators to allow children to re-regulate. (The difference between cool down and time out is that an Educator is always present to support re-regulation)
- Use restraint only in emergency situations such as a child attempting to scale a fence, run on a road, physically threatening others or behaving in ways that are destructive to themselves, others, or the environment.
- Evaluate their own interactions and support children to evaluate their own choices.
- Support children to value their own opinions and feedback rather than relying on extrinsic motivation. This will be achieved through avoiding statements such as 'good job' and focusing on the process or their engagement throughout the task.
- Support children's relationships to celebrate each others success.
- Guide children to develop an appreciation, understanding and connection with their natural environment including plants and animals.
- Support children to build an awareness of the way they are moving within the preschool and create strategies to keep themselves and others safe.
- Use quiet areas within the learning environment to support regulation.
- Encourage children to express themselves through a variety of means such as art, dance, and storytelling.
- Discuss reasons for rules and outcomes for their actions.
- Provide opportunities to explore different identities and points of view in play.