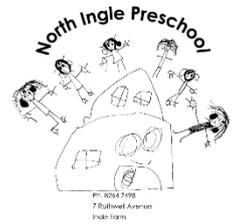




NORTH INGLE PRESCHOOL



Behaviour Policy

At North Ingle Preschool we believe

- All children have the right to feel secure, to learn and develop in a safe environment
- Children have a right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and adults
- Self-Regulation of behaviour and language is important for children to learn
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's wellbeing, learning and development
- That the consideration of children's individual, and contextual needs is crucial to successful learning and the development of positive behaviours
- That family consultation is valued and their individual perspectives respected
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set
- No child should be made to feel rejected, insecure, embarrassed or ashamed

Strategies for supporting Children's Behaviour

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play.
- Ensuring that preschool limits set are reasonable and understood by all children and adults
- Providing an enriching and engaging program that enables each child to experience success, a sense of wellbeing and gives opportunities to express feelings through sensory and other forms of play
- Using positive verbal and nonverbal guidance through visual cards and cues
- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
- Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour
- Valuing children as individuals within their family and cultural context
- Involving children in goal setting, developing group norms and the development of behavioral expectations and consequences
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible
- Encouraging open two-way communication with families to ensure that each child's rights are met

Staff Responsibilities

- Reminding children of expectations and limits and the reasons for these
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately
- Using Restorative Justice practices that support children to empathise with others and restore relationships
- 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
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families, Department for Education behaviour coach and support services
- Being aware of our limitations and seeking assistance when required

Parent Responsibilities

- Familiarise themselves with the Behaviour Development Policy and Code of Behaviour
- Support and encourage their children to understand the site expectations
- Act on plans and strategies developed by staff, families and Early Childhood Support Services
- Inform staff of any family issues and circumstances that may impact on the behaviour of their children



Ratified by Governing Council April 2018

Updated 2018