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Riverbanks College B-12 Preschool Positive Behaviour Policy

Rationale

Riverbanks College B-12 preschool staff acknowledges that their children come to preschool from a variety of social and cultural backgrounds and with differing knowledge, emotional maturity and behaviours. Riverbanks College B-12 preschool children need time, opportunity and space to learn with and from other students, how to play, share, take turns and care for others as well as their environment. Children's behaviour is shaped by their stage of development (physical, emotional and cultural), adult expectations (too much or too little) and any additional needs they may have.

The early years provide the best window of opportunity for helping children to learn to recognise their needs, self-regulate and make appropriate behaviour choices. At Riverbanks College B-12 Preschool we believe all children have the right to feel safe and have opportunities to learn in a psychologically and physically supportive environment. Our Interactions with children: positive behaviour policy is aligned to the Early Years Learning Framework (EYLF) and the practices and principles of the EYLF are implemented into everyday interactions with all children and families/carers at Riverbanks College B-12 preschool and the Early Learning Centre (ELC).

At Riverbanks College B-12 preschool we recognise:

- each family/carers as the first educator of Riverbanks College B-12 preschool children with their own understandings and beliefs around parenting and behaviour
- the most effective learning occurs when families/carers and Early Learning Centre staff, which includes Riverbanks College B-12 preschool and YMCA EL&C, work together to develop, and implement goals collaboratively for children's wellbeing, learning and development
- all behaviour is a form of communication and should be acknowledged. All ELC students' individual needs, learning styles and context are crucial to successful learning and development of positive behaviour patterns
- Riverbanks College B-12 preschool children learn best when they experience success and have positive self-esteem
- behaviour changes more effectively when it is handled in a positive manner
- we also acknowledge that all children in the ELC feel big emotions and get angry, frustrated and upset at times and may need help to express feelings appropriately.

All Riverbanks College B-12 preschool staff:

- Value and respect children as individuals
- Support Riverbanks College B-12 preschool children in being responsible for managing their behaviour
- Use intentional teaching and modelling of appropriate behaviours and play skills
- Provide opportunities for Riverbanks College B-12 preschool children to take risks and experience success
- Encourage Riverbanks College B-12 preschool children to take responsibility
- Provide opportunities and time for discussion and problem solving
- Help Riverbanks College B-12 preschool children to recognise and express their feelings in an appropriate manner
- Make learning relevant and manageable for all children in the ELC

- Provide clear and consistent expectations when supporting Riverbanks College B-12 preschool children in their behaviour choices.
- Create safe and secure environments for all children in the ELC

Helping Riverbanks College B-12 preschool children manage their interactions and reactions to others teaches responsibility for their actions. We believe RBC preschool staff and families/carers need to share responsibility for developing positive behaviour patterns by being consistent, creating safe and secure environments for all, and by modelling appropriate behaviours.

Positive Behaviour Outcomes

Riverbanks College B-12 preschool children need to practice making choices and managing the consequences of their choices, both positive and negative. Our aim/goal is for all children in the ELC to develop as socially competent individuals who can:

- Experiment and take risks
- use their initiative
- choose positive behaviours
- share and communicate with others
- express their feelings confidently and respectfully
- handle conflict in an appropriate manner
- be responsible for their actions
- respect and care for themselves, their peers and the environment

Ways we maximise positive behaviour

- explicitly teaching and modelling acceptable behaviours
- having consistent routines, rules and expectations
- focusing on the behaviour and not the student
- helping RBC preschool children to understand the consequences of their behaviour – both positive and negative
- using visual strategies to support RBC preschool children's understanding of routines, expectations and choices

Teaching appropriate strategies which may include:

Restorative Practices, which we have adapted for Riverbanks College B-12 preschool and uses 3 questions:

1. what happened?
2. who has been hurt or what went wrong?
3. what do we need to do to make things better?

Reminding RBC preschool children to STOP what they are doing, THINK about what needs to be done and then DO it.

Consequences:

RBC preschool children need to be aware of the consequences of their behaviour. Our aim is for all RBC preschool children to be responsible for their own behaviour. We support RBC preschool children to think about their actions and the effect on others. RBC preschool staff understand each situation is different and while we will use the most relevant approach, the specific way this occurs may vary depending on our knowledge of the student, their age and developmental level.

Ways we respond to challenging behaviours

- Involving RBC preschool children in goal setting and developing group norms
- modelling appropriate behaviour
- discussing consequences of unsafe behaviour

- providing clear and consistent guidelines
- explicitly teaching 'feelings' vocabulary to enable RBC preschool children to articulate their needs and feelings appropriately
- supporting RBC preschool children to manage potential conflicts through negotiation and problem solving
- providing areas within the ELC environment for all children to safely withdraw to – giving all children the time and space needed to calm down and re-enter play successfully and supporting the development of self-regulation skills
- regularly reflecting on our planned curriculum and how our learning environment supports positive interactions between all children in the ELC
- Providing a safe area for 'thinking time'. Thinking time is carefully managed by all staff in the ELC and includes an ELC staff member 'debriefing' with the children in ELC about what has occurred. Alternative solutions are discussed and the ELC student is then supported to re-enter play.
- Withdrawing RBC preschool children when they are at risk of hurting themselves or others, ensuring a staff member from RBC preschool is with them all the time

At Riverbanks College B-12 preschool we acknowledge Riverbanks College B-12 preschool children as individuals and understand that each Riverbanks College B-12 preschool student will have different levels of understanding and will have experienced different rules and expectations.

If Riverbanks College B-12 preschool children are at risk of hurting themselves or others it may be necessary to restrain them by physically holding the RBC preschool student with care. If this should occur, the family/carer will be informed. As a Department for Education site we do not use any forms of physical punishment with Riverbanks College B-12 children at preschool. Riverbanks College B-12 preschool children with special rights may have greater difficulty in self-regulation and understanding group norms. Riverbanks College B-12 preschool staff will initiate discussions with families/carers at the earliest opportunity when Riverbanks College B-12 preschool children are demonstrating unsafe or escalating behaviours to work together and develop strategies to support the student's learning and wellbeing.

At RBC preschool children are learning to be social, how to be part of a group and know the accepted ways of playing, working and being with others. As they develop, children are learning to share, take turns, how to resolve conflicts, to listen, to play together, and to communicate and share their ideas. They don't always get it right, and some children need more support than others.

Involving RBC students

RBC preschool children need to be actively involved in setting boundaries and negotiating our agreed group norms. RBC preschool staff will involve RBC preschool children in:

- Discussions about safe and unsafe play
- Documenting agreed consequences for unsafe/inappropriate behaviours
- Encouraging and supporting RBC preschool children to model appropriate behaviours for their peers.

Partnerships with families/carers

We believe the most effective outcomes for RBC preschool children occur when RBC preschool staff and families/carers work together to support and guide RBC preschool students' behaviour. We support family/carer involvement by:

- giving this policy to all families/carers on enrolment as part of their enrolment package
- being available to talk with families/carers about this policy at any time
- communicating with, and involving families/carers at the earliest opportunity to work together to assist each students' wellbeing and learning
- working collaboratively with families/carers to share and agree on consistent strategies for the student

- planning, implementing, monitoring and reviewing individual behaviour plans or other supports in partnership with families/carers and support services
- working with families/carers to understand cultural or external factors that may be affecting a student's behaviour

Riverbanks College B-12 preschool children may exhibit challenging behaviours for a variety of reasons and it is very important you keep us informed of any changes in family/carer circumstances e.g. separation anxiety, a new baby, moving house, allergies, death of a family/carer member, illness. Some events or needs will affect children in different ways and may result in challenging behaviours.

We are experienced observers of children and will talk with you if we are concerned about child's behaviour. We will work in partnership with families/carers to develop consistent strategies, which may include modifying routines or curriculum to accommodate all students. Further advice and support may also be sought from allied health, the Department for Education Support Services team or other professionals who may be able to offer advice and support to students, families/carers and Riverbanks College B-12 preschool staff.

Riverbanks College B-12 preschool staff will support this policy by

- Contributing to discussions about maximising positive behaviour
- contributing to the development of individual learning plans and ensuring strategies to support children are implemented
- modelling and using intentional teaching strategies for appropriate behaviour
- being consistent in their approach to behaviour
- Maintaining confidentiality about individual children and their needs
- Furthering their own knowledge through professional development opportunities
- Being aware of our personal limitations and seeking assistance when needed
- Contributing to the review of this policy

Supporting our Positive Behaviour Policy

RBC preschool staff and families/carers need to share responsibility by being consistent at all times and modelling appropriate behaviours. Families/carers can help RBC preschool staff by:

- Talking to RBC preschool staff about any changes in the student's environment that may cause distress or changes in behaviour
- Informing RBC preschool staff when they see inappropriate behaviours between children
- Working with RBC preschool staff to increase positive behaviour
- Reading our Policy and signing and returning the tear off slip as acknowledgement and support
- Adhering to the principles in our Site Behaviour Code while on site
- The Preschool Senior Leader will support staff by:
 - including this policy in the staff induction book
 - provide access for all RBC preschool staff to current information and research regarding behaviour
 - guidance, either through written information or access to professional development opportunities
 - providing new RBC preschool staff, including relievers a copy of this policy and providing information about any children with behavioural needs.

References

- National Quality Standard 5.1(2011)
- <https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-5-relationships-with-children>
- National Quality Standard 5.2
 - <https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-5-relationships-with-children>

- Education and Care Services National Regulations – National Regulation 155
- <https://www.legislation.nsw.gov.au/#/view/regulation/2011/653/chap4/part4.5/reg155>
- Education and Care Services National Regulations - National Regulation 156
- <https://www.legislation.nsw.gov.au/#/view/regulation/2011/653/chap4/part4.5/reg156>
- Playgroup SA – Playgroup Guide for Coordinators (2018) – Section 6 Exchanging ideas and sharing parent info
- Protective practices for staff in their interactions with children and young people (2nd Edition)
- <https://www.education.sa.gov.au/doc/protective-practices-staff-their-interactions-children-and-youngpeople>
- United Nations Rights of the Child
- Disability Discrimination Act
- South Australian Equal Opportunities Act