



# Dubbo West Public School Preschool

## Procedure: Behaviour Management

### Links to relevant Legislation

Regulation 168(2)(j)  
Regulation 155  
Regulation 156

### Links to National Quality Standard:

Standard 5.1  
Standard 5.2

### Links to EYLF:

Outcome 1

### Date to be reviewed:

October 2019

### Introduction:

Dubbo West Public School Preschool is committed to providing and maintaining a safe and healthy work environment for its staff, children and visitors.

We believe behaviour is a form of communication and that children need to express emotions such as anger, frustration and distress, but may need help, at times, to express these feelings appropriately. We believe children learn best when they experience success and have a positive self-image, and have a "good" relationship with their teacher(s). Forming and maintaining a supportive, positive, caring relationship with each child is vital in any learning situation and remains paramount. We acknowledge that each child is an individual who comes to preschool with his/her own culture and already formed behaviour code.

### Aims:

Our expectations of behaviour are based on CARE and RESPECT, and PRESCHOOL SOCIAL EXPECTATIONS. We aim to encourage children to develop empathy and understanding, self-respect, self-discipline and self-control. We support new learners through planning, clear information, modelling and mentoring.

We respect and care

- for each other
- for our things
- for our environment and

We use social language and actions

### Procedures:

- A staff member will discuss and model expectations of behaviour for different areas of the preschool prior to and during these areas being used by the children. Areas may include; indoor area, home corner, blocks, painting, outdoor area, bathroom, water play, bikes, sandpit.

- Behaviour limits will be given as choices e.g. “we keep the sand down low all the time so it doesn’t get in anyone’s eyes. If we don’t keep the sand in we can’t play in the sandpit” or “we ride the bikes on the track so nobody gets run over or we won’t be able to ride the bike”.
- Photos of children in the class will be displayed demonstrating these expectations.
- Children are actively supervised by all staff members so that as many children are viewed at all times. Staff will ensure they keep viewing children in mind even when working with small group of children e.g. reading a story.
- Staff will incorporate into the program positive affirmations and elements of appreciation to create an environment of appreciation for others at preschool.
- If a child behaves in an unsafe manner the staff will give an expectation reminder stating the behaviour they want rather than reinforcing what they don’t want e.g. “remember keep the sand low so it does not get in anyone’s eyes” or “remember we ask our friends if we can have a turn so they know what we want.”
- If a child persists a staff member will:
  1. Encourage the child to play with them in an area that might interest them e.g. “come and look at the ...” or “I wonder if you can...”
  2. Contact the Preschool supervisor/P-2 Executive to visit the preschool to support e.g. interaction with student or supervision of class whilst the preschool teacher is managing the student.
  3. A decision will be made with Preschool supervisor/P-2 Executive to contact parents to collect their child to ensure the safety of their child and the staff and students at Preschool.
  4. Communication with parent will occur as soon as possible after the call to collect. The discussion will be to share management ideas to support the child when they attend Preschool next.
  5. Develop a behaviour management plan e.g. in the form of a photo story or working towards chart, to support to child to understand behaviour expectations.
- We will employ various methods to nurture positive behaviour, reduce inappropriate behaviour and manage challenging behaviour. Inappropriate and unacceptable behaviour can range from simply not following direction to dangerous/hurtful or inappropriate actions or language, through to violence and bullying. Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group.
- Conflict or fights between equals, and single incidents are not defined as bullying. All bullying and single incidents are treated on an individual basis and, in ongoing or more challenging situations, an individually tailored behaviour plan may be required.

Methods we would use include:

- Teaching and reinforcing “Safe Preschool Expectations”
- Positive teaching techniques to reinforce appropriate behaviours, including distracting, positive reinforcement, redirecting, ignoring, early intervention, positive guidance and/or visual aids, choice therapy i.e. “you can do A or B but if you don’t do A or B then you will have to come and sit with me”. Discuss with child why their behaviour was inappropriate and what could you do instead.
- Give the child take up time so give the child the choice to do A or B by the time the teacher counts to 3. Make it into a game see if you can do ----- by the time I count to 3 (or choose another number if teacher thinks they will need a little extra time))
- Teaching children to recognise and express feelings appropriately through informal and formal learning opportunities
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately
- Intentional teaching of appropriate behaviours, communication and play skills
- Providing a nurturing environment that promotes a sense of belonging and self-worth, and values the individual.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour
- Withdrawing children to be with a supportive adult when they are at risk of hurting themselves or others

In some instances it may be necessary to include the following:

- Using “Time Away” for dangerous or for repeated unacceptable behaviour. The child will be asked to sit with the Quiet Box. The child will be monitored by staff and once settled discuss behaviour with staff.
- Contacting the parent to collect their child from preschool, if behaviour escalates, and/or it is in the best interests of the child or other children.

Where possible every effort is made to inform parents of any general behaviour issues and/or behaviour issues that involve their child. They will not however breach confidentiality by informing them of any other parent or child involved in any incident(s). It is an expectation of the preschool that parents do not approach any child or parent of that child about any behaviour incident at the preschool. Please consider the Parent Grievance Policy and/or speak to the Preschool Director.