



Behaviour Guidance

Durack Preschool Policy

Aim:

To ensure a positive approach to behavior guidance, which will encourage all children to develop self-esteem and positive relationships with others.

Explanation:

Guidance strategies used with the children must always consider the individuality and confidence of the children and not lower their self-esteem. Staff members will use positive techniques of guidance, redirection and reinforcement prior to any use of reflection time. We will have a clear set of realistic guidelines for children's behavior.

Practice:

- We will use redirection by encouraging/assisting children to another activity and/or area.
- We will be consistent with behavior guidance and each child should be treated in the same manner.
- We should equally implement behavior guidance strategies.
- We should be aware of the tone of their voice and their body language.
- We will always address the action, NOT the child.
- Children should be given the opportunity to make appropriate choices and will be encouraged to make their own decisions where applicable.
- We should display a positive role-model image at all times.
- We will keep parents informed of incidents that have taken place during the day.

The Environment:

- Create a positive environment by greeting children warmly every day, speaking in a calm tone, providing choice and interest and developing warm relationships with every child.
- Catch children doing the right thing and express pleasure at appropriate behaviours.
- Model consideration, patience, courtesy and helpfulness.
- Admire efforts of children to build self-esteem sincerely and consistently.
- Use non-verbal behaviours such as high fives, thumbs up and a caring voice to build trust and self-esteem.

- Teach children the words to express their feelings and ways to use the message "STOP I don't like".
- Convey very clearly that hurting others is not acceptable.
- Encourage children to think of alternatives to unacceptable behaviour: talking, reasoning etc.
- Say what you want the children to do, rather than what you do not want. Example, 'Speak quietly' or 'Inside voice please' rather than 'Don't shout'.
- Refocus a child's attention from an aimless activity to a constructive activity.
- Give children the opportunity to make decisions and choices.
- Give a child feeling angry time and space to calm down.
- Be as consistent as possible so children know what to expect.
- Separate the 'deed' from the 'doer'. Don't make the behavior a personal trait of the child. Address the situation, not the child.

Classroom Rules:

Rules are to support the children as well as protect them from harming themselves and others. All staff need to adhere to the rules to ensure consistency. Rules need to be simple, positive and clearly stated. Rules are to be displayed and children made aware of the rules and what they are and why we have them.

- We keep our hands and feet to ourselves.
- We listen to each other and adults.
- We use our inside voices in the classroom.
- We all help to pack things away in the right place.
- We look after our things carefully.
- We walk inside the classroom.

Strategies for Behaviour Guidance:

Praise and ignore

- Encourage positive behaviours either verbally or non-verbally. (Often we take good behavior for granted and take notice only of inappropriate behavior.) At appropriate times choose to ignore negative behavior (if not dangerous) to reinforce that acceptable behavior receives attention and rewards.
- When reinforcing appropriate behavior, do it immediately and be specific.

Redirection

- If you can see a situation may arise from behaviours being exhibited, redirect a child/ren to another activity or place.
- If a situation has already occurred, redirect a child to something/ somewhere else if necessary.

Modelling

- Model the behavior you desire and work together with the child to encourage the behavior.
- Use one child as a model for another: this can be very useful in group situations.

Rewards and Privileges

- Use rewards or privileges only during or immediately after desired behavior, do not use them to stop misbehavior.
- Describe the reward behavior to the child.
- Vary rewards and privileges regularly.
- Occasionally tell children ahead of time what they can do to earn rewards and privileges.
- Simple rewards or privileges include allowing children to do something they like such as, getting lunch boxes ready. Often these non-tangible rewards are the most meaningful for children.

Part of this process is learning that what they do has an effect on themselves and others.

While the focus in Preschool is on positive and preventative approaches to behavior management there are times when certain behaviours will be considered unacceptable.

For minor unacceptable behaviours in the classroom or playground the child may be required to carry out a task as a consequence for their actions. This task will be negotiated between the teacher and the child and may include tasks such as cleaning up the mess they have made, picking up and putting away items being used inappropriately, forfeiting the use of a toy/equipment etc.

The principals of 1-2-3 Magic will be used within the Preschool to guide behaviour.

Children will be given two chances to change their inappropriate behavior before reflection takes place.

1. REMIND = Remind the child of class rules/expectations and that they need to change their existing behaviour and make the 'right' choices.
2. WARN = Warn the child that they are once again demonstrating poor behaviour choices and that they need to rectify them before they will go the "Thinking Mat".
3. ACT = If the student is spoken to a third time for the same inappropriate behavior within a short period of time he/she will be asked to take themselves to the "Thinking Mat" for up to 3- 4 minutes, and reflect on inappropriate behavior. After reflection

time the child will be spoken with, one on one, and options for changing behavior choices will be discussed.

Parents will be regularly kept informed of their child's behavior if it is deemed to be inappropriate at Preschool. Behaviour guidance strategies will be discussed with parents thus keeping them informed and providing parents with options to use at home allowing for some continuity between home and school.

An incident note may be written up for any inappropriate behaviour determined to be severe enough that it requires being recorded. These records are written in the Preschool Incident Record Folder. Records of incidents will be available for parents and school senior staff.

Regardless of the type of inappropriate behavior children will be reminded that it is their behavior that is inappropriate not acceptable and NOT the child themselves.

Evaluation and Review:

This Policy will be reviewed annually.

Family and staff will be considered in the review process. Changes in legislation, Regulations and NQS will be considered.

Date: August 2013

Review Date: August 2014