

Behaviour Guidance Policy

NQS 4.2.2 Professional standards guide practice, interactions and relationships

NQS 5.1 Respectful and equitable relationships are maintained with each child.

NQS 5.1.2 The dignity and rights of every child are maintained

NQS 5.2.2 Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

NQS 6.2 Collaborative partnerships enhance children's inclusion, learning and wellbeing.

Introduction

The Glanaeon Rudolf Steiner Preschool aims to provide a warm safe, happy and secure environment as the springboard from which learning can occur. We acknowledge the uniqueness of each child, with their individual time and space to develop. The preschool child's learning tools are play and imitation. We have a holistic approach, helping the child to develop physically, cognitively and spiritually.

These are the formative years when everything the child experiences have a direct influence on the physical and emotional well-being and of course on behavior. It is therefore of paramount importance that the child be surrounded by adults willing to model positive behaviors as the child strives to grow as a social being. To promote positive behavior guidance procedures for children, the staff at Glanaeon Rudolf Steiner Preschool will use positive techniques of guidance, redirection and reinforcement. Positive behavior guidance praises and acknowledges caring, cooperative and desirable behaviors.

Aims:

- Encourage cooperation, positive self-esteem and an ability to interact with others.
- Encourage children to gain an understanding and appreciation of other people's needs, rights and feelings.
- Foster respect for others as well as respect for property.
- Acknowledge and value the child's background and culture, in relation to behavior guidance.
- Ensure that educators hold appropriate expectations of children and that appropriate positive behavior guidance strategies are used.
- Strategies employed should involve positive techniques of guidance, redirection and reinforcement.
- To work together with families in the behaviour guidance process to keep parents/guardians informed honestly of the child's behaviour.

Procedures:

Indirect Guidance

- **Imitation and Role-modeling:** All educators will strive to use actions, words and behaviour worthy of imitation at all times. All educators will behave in a calm, reassuring and friendly manner. They will not allow their own moods to affect interactions with children.
- **Environment:** Conducive to supporting and promoting positive behaviour patterns by providing enough equipment, variety and challenges for the children.
- **Rhythm and repetition:** A daily rhythm provides a secure environment, transitions are signaled through song, providing a gentle, unhurried movement from one activity to the next.
- **Active and quiet times:** Active, outgoing activities are followed by quiet times. Free, creative play, by teacher guided activity following the principle of expanding and contracting, breathing in and out.
- **Stories:** They are told to carry messages of caring, kindness and goodness.

Direct Intervention

- **Redirection:** Give the child a choice of activities, using a calm voice and manner, suggest another activity that the child may enjoy doing.
- **Consequence:** Be clear about the consequence for the child when behaviour differs from the expectation. Be consistent and follow through with the consequence.
- **Request rather than command:** Children cooperate more when asked “*would you help...?*”
- **Images rather than instructions:** Child appropriate images are used rather than lengthy verbal instruction. For example, a child who has hit or pushed another child is asked to “*tell your hands to have a rest until they are ready to come and play again*”. The child then feels empowered and in control rather than reprimanded.
- **Conflict resolution:** When two children are in conflict the educator will model appropriate behaviour by saying how sorry they are that the child has been hurt. They may then suggest that the hurt child might need a tissue or a drink of water and that the other child may get it for them.
- **Acknowledge positive behaviours**

Teacher Behaviour

Educators should at all times:

- Speak and behave in a manner that will enable imitation of correct behaviours.
- Speak and behave in a calm, reassuring and friendly manner.
- Use positive language to guide children’s behaviour, for example “walking feet inside” instead of “Don’t run”
- Be observant and present for each individual child in their care
- Acknowledge desired behaviour

Behaviour Management and Safety of Children

- All children and staff at the preschool have a right to be safe in their interactions.
- Where there is a situation of children or staff who are at risk from the behaviour of another child then it is the responsibility of the preschool to implement a procedure to minimize risk.
- Working with a child who poses such a risk and their family will involve the following steps:
 1. Initially the staff will follow the Indirect Guidance and Direct Intervention Strategies listed above and note the risk posed, interventions required and their efficacy.
 2. Parents will be asked to come to an interview and put in place or agree to liaison with additional support agencies or therapists, practices or strategies.
 3. If the needs of the child can still not fully bring the situation to low risk then Inclusion Support advice will be further sought, further professional development undertaken and an extra educator put in place.
 4. It will be agreed that, where the risk of harm to other children continues on any day, then the parents will be contacted for further discussion on how best to meet all children's needs. It may be that an interim solution is sought, such as arranging the care in a smaller group of children for a short time during therapy before the child returns to the larger group.
 5. Inclusion of all children will remain the aim of all concerned.

Parent/ Guardian Involvement

- Parent education talks are held regularly
- Teachers meet with parents to reflect on the child
- In the event of a difficult situation arising, complaint and grievance procedure are in place.
- A Resource Library available to parents with current literature on issues of child care and parenting.

Evaluation

Children's behaviour is effectively managed at the Glenaeon Rudolf Steiner Preschool to ensure all children learn self-regulation, and that all children and staff remain safe, healthy and happy at the centre.

Relevant Statutory Legislation & Considerations

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011

Sources

- ECA Code of Ethics.
- Revised National Quality Standard.
- Glenaeon Preschool Centre Philosophy

Review

Date Reviewed	Modifications	Next Policy Review Due
Nov 2005 Nov 2011 Nov 2013 May 2015 May 2016	Behaviour Management and Safety of Children added	
May 2017	<ul style="list-style-type: none">• Updated the references to comply with the revised National Quality Standard.• Minor changes to wording	May 2018
Oct 2018	<ul style="list-style-type: none">• Include additional NQS standards that policy relates to.• Change references to 'carers' to 'educators'.• Include Sources and Relevant Statutory Legislation & Considerations• Reference Centre Philosophy	Oct 2019