



BEHAVIOUR POLICY – EARLY YEARS

GUIDELINES FOR SUPPORTING POSITIVE BEHAVIOUR IN THE EARLY YEARS DEPARTMENT

All children learn and grow in their understanding of socially appropriate and desirable behaviour. In the kindergarten the teachers continually work with social behaviour by endeavouring to be role models worthy of imitation. The variety and sequencing of our daily activities build a rhythm into our mornings that provides a comfortable knowing of what to expect which further contributes to our intention to support positive behaviour.

As children work and play, the teachers

- 1) Encourage respect and care of self, others, and the environment
- 2) Encourage the learning of self-control.

CHALLENGING BEHAVIOUR

Most children experience social difficulties at some time in their development. There are many ways that the teachers help children to better integrate into the Early Years group. They might:

1. Redirect the child to a new focus or activity
2. Gain the child's attention with a look, gesture or word to make her aware of our observations.
3. Remove the child from the situation and engage her with an adult-led task. This stops the inappropriate behaviour, refocuses the child's attention, and enables her to calm down. When appropriate the child returns to the group.
4. Other strategies may be employed e.g. more one-to-one, staying in, other sanctions.

The above strategies need to be consistent and practised over days or weeks with parental consent and co-operation. If the behaviour of a child requires more attention than what can be achieved by the daily efforts described above, other means may be implemented to ensure the most positive kindergarten experience for the child, their classmates, and the group as a whole.

Approaches for consideration when the behaviour of a child is consistently disruptive and/or there is a cause for general concern:

1. Parent notification and consultation on a regular basis
2. Teacher review on a regular basis (daily and/or weekly)
3. Discussion with parents, teachers and child where appropriate
4. Begin a 'Child Study' in weekly teachers' meetings
5. Implementation of an action plan to target a particular problem or concern
6. Recommendation to consult with other professionals for help and support.

BEHAVIOUR COORDINATOR

In the Early Years Department the current Behaviour Coordinator is Karen Foster.

Reviewed November 2018

PARENTAL SUPPORT

In keeping with our philosophy of supporting positive behaviour, we ask that parents agree to support us by considering the appropriateness of toys and clothing available to their child. Electronic games, weapons, cartoon or superhero images and their actions are not considered helpful in social integration and would not be supportive of our educational principles.

Our Early Years Department supports the child's right to a nourishing, supportive and appropriate environment. We acknowledge that all children learn from their environment through the sense impressions they receive and their imitation of what they experience around them. We feel that watching television is not an appropriate experience for the kindergarten aged child. It does not encourage meaningful movement, nourish the child's need for a variety of rich sense impressions, or provide appropriate role models. At an age when play is all-important, it restricts the child's life experiences, some of which may be irreplaceable. We find that television does not support positive behaviour in the kindergarten and ask for your thoughtful consideration.