

Casino West Public School Preschool Localised Procedure



Positive Behaviour

Reviewed: 25/05/2021 Next Review: 25/05/2022

Education and care services regulation/s	NSW Department of Education policy, procedure or guidelines	National Quality Standard(s)	Preschool Guide reference	School policy or procedure, where applicable
<p><u>Regulation 155</u></p> <p><u>Regulation 168</u></p>	<p>The following department policies and relevant documents can be accessed from the preschool section of the department's website:</p>	<p>5.1.2: Dignity and rights of the child The dignity and rights of every child are maintained</p> <p>5.2.2: Self-Regulation Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communication effectively to resolve conflicts</p>	<p>Pages 79-86</p>	

Positive behaviour for Learning (PBL): -

Positive behaviour for learning (PBL) is implemented as part of a whole school approach. It aligns with the Early Years Learning Framework and National Quality Framework to address key features of preschool learning environments. Preschool and school teams collaborate to develop a shared understanding of how to implement PBL to support children from preschool through to school, in an age appropriate way.

Outcomes of PBL in early childhood settings revolve around four key areas:

- ***Supporting children to have positive social behaviour experiences: -***

This is achieved through remodelling, intentional teaching of social skills and self-regulation, social stories, visual prompts and daily discussions with children.

- ***Building staff capacity and knowledge about behaviour guidance: -***

Staff undergo professional learning targeted at ways to support children to build their capacity to self-regulate and how to support children who have yet to develop strong skills in their social and emotional domains.

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- ***Building connections between the school and preschool that support positive learning environments: -***

There is a continuity of learning and transition from the preschool to primary school setting in relation to managing challenging behaviours and creating safe learning environments for all children.

- ***Developed shared understandings of behaviour expectations: -***

Behaviour expectations are embedded within the preschool program and explicitly taught and discussed with the children.

The preschool has developed four values that align with Casino West Public school's rules that represent behaviour expectations within the environment. These values include: -

1. I can listen
2. I am safe
3. I am responsible
4. I care for others

WHAT DO WE DO IN OUR ENVIRONMENT TO PROMOTE POSITIVE BEHAVIOUR?

- We anticipate and redirect by knowing individual behaviours and social groupings – promoting children to ultimately start redirecting themselves.
- We focus and comment on the appropriate behaviours.
- We construct the environment to promote healthy interactions. Spaces are arranged to promote both group and individual play experiences. If children are displaying inappropriate behaviours, they are redirected to more solitary play experiences to assist them to self-regulate.
- We acknowledge the feelings of others and how the behaviour of the child has impacted the other children in the preschool.
- We use visuals to guide expected behaviours.
- We refer to preschool values and reiterate preschool behaviour expectations.
- We use calm and succinct voices with clear instructions.
- We use keyword signing and natural gestures to support key messages.
- We promote fundamental behaviours through role modelling with preschool educators and preschool children.
- We follow through explicitly with instructions and consequences, understanding consequences must be appropriate and able to be carried through.
- Consequences may include helping an educator to pack away resources tipped out by the child, moving away from triggers, or using a quiet space in the environment to calm down.
- Educators will have a chat with the family at pick up time to deepen shared commitment to managing behaviours.

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WHAT DO WE DO WHEN BEHAVIOURS ESCALATE?

Four step behaviour management process:

1. Remind the child of expectations, using visuals and key word signs.
2. Redirect the child to a calm space in the learning environment and offer strategies and support to self-regulate.
3. Call the Deputy Principal to take the child for some calm down time.
4. Contact parents/carers by phone for the child to go home for the remainder of the day.

In collaboration with the Preschool Teacher, School Executive Team, Learning Support Teacher, the individual child and their parents/carers, actions to address behaviour concerns are implemented by:

1. Development of an individual risk management plan/individual education plan
2. Development of a risk assessment in relation to the child
3. Implementation of adjustments and/or modifications to the environment or curriculum
4. A paediatric assessment of the child's needs.