



# Site Behaviour/Bullying Policy

<http://www.decd.sa.gov.au/policy>

*Key search words – Interactions with Children*

*National Quality Standard [5.1](#), [5.2](#) Regulation [168 \(2\) \(j\)](#) Related Key Regulations: [155](#), [156](#)*

*At Woodcroft Heights Children's Centre we believe that the provision of a high quality service includes a consistent, positive approach to behaviour / bully management, that takes into account the needs of individual children and the well being of the larger group of children.*

## DECD PRINCIPLES

- *Children's behaviour is a form of communication and is purposeful.*
- *Children's capacity to choose appropriate behaviour is influenced by their developmental ability, temperament, interactions, life experiences and environmental factors*
- *Children have a right to respect and consideration as individuals, and to be supported in their learning to develop appropriate behaviours for group settings.*
- *Children's learning is most successful when:*
  - *it builds on children's prior experiences, skills and knowledge, encouraging positive dispositions towards learning and providing for individual children's learning styles*
  - *behavioural expectations are explicit and take into consideration children's culture, age, stage of development, life experiences and the context of the preschool*
  - *the environment is safe, inclusive, supportive of learning and free from harassment and bullying*
  - *families and educators work to develop consistent expectations to support the child's learning*
  - *children co-construct meaning and knowledge through purposeful, challenging and interesting activities that build on their prior knowledge and experiences*
- *Early behaviour intervention is effective in preventing and minimising the development and long-term effects of ongoing challenging behaviours.*

## DEFINITIONS

### Appropriate Behaviour

*Children are encouraged, in accordance with their age and stage of development to:*

- *Contribute to a positive personal and group identity*

- Respect the rights, feelings and needs of individuals and the community
- Develop and enhance positive relationships
- Support individuals; contributions as members of a group, promote children's autonomy and motivation to learn

### Challenging Behaviours

These behaviours may be internalised (eg withdrawal and lack of participation) or externalised (eg aggression, bullying). They include behaviours that endanger the safety of the child or others, impede children's capacity to access or participate in the curriculum.

### Bullying

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or group misusing their power over one or more persons. Bullying can happen in person or online and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effect on those involved including bystanders.

Although it isn't nice if someone says or does something mean to someone else, we don't necessarily call that bullying. It also isn't bullying if children have a one-off argument.

### SITE BEHAVIOUR /BULLYING CODE EXPECTED OUTCOMES:

1. Provision of a safe, secure and supportive environment in which children are successful in learning appropriate behaviours.
2. Use of a positive approach to behaviour management that takes into account child and contextual factors
3. Staff work in partnership with families to address children's learning needs.
4. Challenging behaviours are addressed in a timely and appropriate manner.

### SAMPLE INTERVENTION PROCEDURES:

#### Conflict Resolution

Ask all parties what the problem is.

Ask the children what can be done to resolve the issue fairly.

If someone has been physically hurt, the injured person needs help & comfort and the unacceptable behaviour needs to be addressed. Example – "That behaviour ... (identify it) ... is *unacceptable*. Mary has a right to feel safe all the time and this behaviour doesn't make her feel safe. You *need* to use words to tell her what you want. If you need help talking to Mary, ask a 'teacher' (staff member) to help you."

#### Inappropriate Behaviour

1. Give a warning saying what is appropriate and what is inappropriate.
  - talk through safety in the learning environment
  - show visual cues or discuss centre rules

2. If inappropriate behaviour continues accompany the child away from their current activity and give a choice of a different activity/activities for a few minutes. Follow the child up.
4. If the child's behaviour is still inappropriate, a quiet time in an appropriate place may be given, depending on the situation. The process will be explained to the child. eg " You need to stay here until you are a feeling ready to play nicely. When you are ready to do that you can join the group or choose what you are going to do.

### **Biting**

Small children, for a variety of reasons will, from time to time, attempt to bite other children or adults.

Due to the speed and the randomness with which biting occurs, it is not always possible to prevent this happening.

Staff are committed to the safety and well being of all children within our care and at all times are vigilant and try to prevent children biting.

The Centre recognises that a human bite can put both the biter and the bitten at risk of possible infection (e.g. Tetanus, Hepatitis B), therefore parents are encouraged to ensure that children are immunised in line with the SA Childhood Immunisation Schedule.

The name of a child who bites is considered confidential information (in line with the Privacy Act).

### **Sample Procedure if Biting occurs**

- Comfort the victim.
- Talk with the biter – eg "No, biting hurts. X doesn't feel safe when you bite. You can get germs in your mouth if you bite." Rinse mouth of biter if appropriate. If the skin of bitten the child is broken, use gloves, cleanse with water and cover. Apply pressure when needed.
- Document incident recorded on a First Aid/Illness record form (for both children).
- Provide parents with a note informing them of the incident. Speak with parents/caregivers in person or by phone where possible. The parent will then be responsible for any medical follow-up.
- When a child repeatedly bites, a programme will be developed to assist the child. Following consultation of the Director, with staff, parents and other relevant services.

### **Mat Time Behaviour Expectations**

Mat time expectations are based on respect and safety for children themselves and others.

#### **Expectations include:**

- sitting in a safe way
- listening when others speak
- respecting the rights of others to speak without interruption
- respecting the personal space of other children

#### **The following procedures will be taken as necessary:**

Reminder of mat time expectations

Warning – a child will be informed that he/she will be moved from current position

Child is moved to different position within the group

*Child is moved to a different position apart from other children*

*Child is accompanied to a quiet area away from the group that is supervised by a staff member*

*Child is spoken to by a staff member and reminded of expectations. At an appropriate time the child is asked if they feel ready to return to the group*

*Child is accompanied quietly back to the group*