



IRRAWANG PUBLIC SCHOOL

PRESCHOOL

Preschool Dealing with Behaviour Procedure

Associated National Quality Standards	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
5.1 5.2	Regulation 155 Regulation 156 Law Section 166	Leading and Operating Department Preschool Guidelines Interactions with children - preschool Values in NSW public schools - policy Student Welfare - policy Student Discipline in Government Schools Policy
Pre-reading and reference documents		
ACECQA Information Sheet: QA5 Supporting children to regulate their own behaviour		
Staff roles and responsibilities		
School principal	<p>The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool.</p> <p>The principal is responsible for ensuring:</p> <ul style="list-style-type: none"> the preschool is compliant with legislative standards related to this procedure at all times. all staff involved in the preschool are familiar with and implement this procedure. all procedures are current and reviewed as part of a continuous cycle of self- assessment. 	
Preschool supervisor	<p>The preschool supervisor supports the principal in their role and is responsible for leading the review of this procedure through a process of self-assessment and critical reflection. This could include:</p> <ul style="list-style-type: none"> analysing complaints, incidents or issues and what the implications are for the updates to this procedure. reflecting on how this procedure is informed by relevant recognised authorities. planning and discussing ways to engage with families and communities, including how changes are communicated. developing strategies to induct all staff when procedures are updated to ensure practice is embedded. 	

<p>Preschool educators</p>	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> ● all staff in the preschool and daily practices comply with this procedure. ● storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers. ● being actively involved in the review of this procedure, as required, or at least annually. ● ensuring the details of this procedure's review are documented.
<p>Procedure</p>	
	<p>All educators, visitors and volunteers will:</p> <ul style="list-style-type: none"> ● create engaging and effective classrooms, and inclusive and safe school communities for all NSW public school preschool children. Children and staff have the right and responsibility to engage in positive and respectful relationships based on valuing the interests, abilities and diversity of others. All children and staff have the right to be treated fairly and with dignity in an environment free from intimidation, harassment, victimisation, discrimination and continued disruption. Student Behaviour ● Encourage children to make positive choices by providing various opportunities to practice decision making and problem solving. ● Give verbal, visual and/or physical prompts/cues to help children make positive choices. ● Praise children who employ positive decision making and problem-solving skills and tools during their play. ● Provide support and guidance for children in times of distress, fear or discomfort. ● In line with effective practice, support and promote positive and respectful student behaviour through an evidence-informed positive behaviour support approach across the care continuum and adopt components from the IPS Care Continuum appropriate for any IPS Preschool child. ● Employ intentional teaching moments to bridge the gap between the familiar and unfamiliar and to help nurture emotions as a result of change. ● Provide children with 'time with' when they are challenged to control their words and actions. ● Staff will model skills and strategies to help children self-regulate, including encouraging children to identify and name their feelings and emotions. ● Model, support and encourage deep breathing exercises with the child to assist in self-regulating their emotional state. ● Call an executive staff member to assist if supervision requirements are compromised due to a child's behaviour. ● Refer to and implement where necessary, components from relevant policies for DoE Preschools such as WHS, Wellbeing Framework for schools, Disability Standards for Education and Complaints Procedure. <p>The preschool program will:</p> <ul style="list-style-type: none"> ● Promote children's <i>Positive Behaviour for Learning (PBL)</i> by developing matrixes' for our preschool indoor and outdoor setting

	<p>that outline what Safety, Responsibility, Respect and Learning looks like at Preschool.</p> <ul style="list-style-type: none"> • Encourage the use of positive language, supported by the visuals of the Aussie 5. As a PBL (Positive Behaviour for Learning) School, teachers and students are expected to follow the Aussie 5 school rules (See Appendix 1). The Aussie 5 are shared with families. • Provide children with strategies from <i>'The Zones of Regulation'</i> (See Appendix 2), to identify with and make informed choices about their behaviour, feelings and emotions. Preschool children will learn about the 4 zones (blue, green, yellow and red) and how to use strategies or tools to stay in a zone or move from one to another. Each zone is represented with a plush character that children can access to hold when self-regulating their emotions. • Be familiar with and employ components of any Personalised Risk Management Plans associated with children who may be of Risk of Harm to themselves or to others. • Seek the support of an Exec member if a significant incident occurs (accident/injury/trauma/illness) to maintain Staff:Child ratios of 1:10.
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Record of procedure's review
Date of review and who was involved
<p>5/5/21 Michelle Lynch (Pedagogical Leader) Hylie McEvoy (Preschool Educator) Alexandra Hay (SLSO)</p> <p>28/6/22 Michelle Lynch (Pedagogical Leader) Hylie McEvoy (Preschool Educator)</p> <p>30/5/23 Michelle Lynch (Pedagogical Leader) Sarah Rudolph (Assistant Principal)</p>
Key changes made and reason/s why
<p>28/6/22 Changes made to reflect updated programs implemented in Preschool.</p> <p>30/5/23 Link added to DoE Policy Statement regarding student behaviour. Addition of Care Continuum. Addition of staff awareness of following documents, policies and procedures to adapt/modify to manage children in Preschool (WHS, Wellbeing Framework for schools, Disability Standards for Education and Complaints Procedure). Addition of staff responsibility to be aware of and employ Personalised Risk Management Plans where/when necessary. Addition of support of exec member if required due to significant incident/accident/illness/trauma.</p>
Record of communication of significant changes to relevant stakeholders
<p>Sent to Whole School Staff via Weekly Communications. Sent to families via Preschool Private Facebook Page.</p>

Aussie 5 (Appendix 1)



The ZONES of Regulation (Appendix 2)

What Zone Are You In?

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving slowly	Happy Calm Feeling okay Focused Ready to learn	Frustrated Worried Silly Excited Loss of some control	Mad/Angry Mean Yelling/Hitting Disgusted Out of control

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