



Behaviour, Aggression & Peer Interaction Policy

Effective Date: 01/01/2025

Applies To: All prospective and enrolled families at **Besige Bytjie Akademie**

1. Purpose and Philosophy

At Besige Bytjie Akademie, we are committed to providing a safe, nurturing, and developmentally appropriate learning environment where every child feels secure, respected, and supported. Our learn-through-play curriculum promotes emotional, social, and cognitive development while encouraging positive peer relationships.

We acknowledge that young children are still learning emotional regulation, communication, and social boundaries. While age-appropriate challenges are expected, **repeated, severe, or unsafe behaviours that disrupt learning, compromise safety, or negatively affect others require immediate and structured intervention.**

Interventions are educational and supportive in nature, with the wellbeing of all children as the primary priority.

2. Behavioural Expectations

All children are expected to:

- Engage respectfully with peers and staff
 - Participate in activities without persistent disruption
 - Express emotions in safe and appropriate ways
 - Respect personal boundaries, school property, and shared spaces
 - Respond to guidance, redirection, and behavioural support from educators
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3. Behavioural Concerns Triggering Intervention

The following behaviours may result in activation of this policy:

Category	Examples of Behaviour
Physical Aggression	Biting, hitting, kicking, slapping, pinching, scratching
Verbal Harm	Threatening language, repeated shouting or screaming, hurtful or intimidating speech

Category	Examples of Behaviour
Disruptive Behaviour	Persistent refusal to follow instructions, ongoing defiance, repeated interruption of group activities
Endangerment	Throwing objects, unsafe climbing, running away from supervision
Inappropriate Sexualised Behaviour	Inappropriate touching, gestures, or language
Property Damage	Deliberate destruction of toys, equipment, or school property
Targeted Peer Behaviour	Repeated intimidation, exclusion, or singling out of peers
Self-Harming Behaviour	Head-banging, self-biting, or behaviours requiring specialist support

4. Prevention and Positive Guidance

To reduce behavioural challenges and promote healthy peer interaction:

- Staff provide close supervision during structured and unstructured activities
 - Children are taught emotional regulation, empathy, sharing, and conflict-resolution skills
 - Clear behavioural expectations are reinforced consistently
 - Social learning is supported through stories, role-play, guided discussions, and modelling respectful behaviour
 - Aftercare environments include structured play, calm spaces, and supervised group activities
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5. Intervention and Support

Initial Response

- Staff intervene calmly and immediately to ensure safety
- Incidents are documented objectively
- Parents or guardians are informed of concerns
- A behaviour support plan may be implemented in collaboration with the family

Behaviour Support Plan

For repeated or escalating incidents:

1. **Observation & Analysis**
 - Identification of triggers and behavioural patterns
2. **Individual Support Strategies**
 - Redirection, emotional coaching, social stories, time-out, or modified routines
3. **Monitoring & Review**
 - Ongoing documentation and evaluation of progress

6. Referral for Specialist Support

If behaviour does not improve through standard preschool strategies:

- Parents may be referred to seek professional support, including:
 - Occupational therapy
 - Behavioural therapy
 - Psychological assessment
- The school may require written confirmation that intervention has commenced
- Attendance may be temporarily denied until improvement is evident and safety can be ensured

7. Suspension and Cancellation

Temporary Suspension

- Implemented in cases of serious or repeated unsafe behaviour
- Used to protect the wellbeing of all children and staff

Cancellation of Enrolment

- May occur if:
 - Behaviour persists despite intervention
 - Parents fail to cooperate with required support measures
- Cancellation may take effect immediately if safety is compromised

8. Documentation and Communication

- All incidents are recorded confidentially in the Incident Report Book
- Records include:
 - Date, time, location
 - Children involved
 - Objective description of behaviour
 - Actions taken and follow-up steps
- Parents receive written communication and are expected to acknowledge reports
- Ongoing communication is maintained respectfully and transparently

9. Staff Responsibilities

- Supervise all child interactions closely
- Intervene promptly and calmly

- Model respectful, positive behaviour
 - Document incidents accurately
 - Participate in regular training on:
 - Behaviour management
 - Social-emotional development
 - De-escalation and prevention strategies
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10. Parent Responsibilities

Parents are expected to:

- Engage constructively with behavioural concerns
 - Reinforce strategies at home
 - Seek professional support when referred
 - Provide proof of intervention when required
 - Work collaboratively with the school in good faith
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11. Rights and Authority of the School

Besige Bytjie Akademie reserves the right to:

- Protect the safety and learning environment of all children
 - Deny attendance if behaviour poses a risk
 - Require proof of behavioural improvement before re-entry
 - Suspend or cancel enrolment if expectations are not met
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12. Compliance

This policy aligns with:

- Children's Act 38 of 2005
 - National Early Childhood Development Standards
 - Best practices in early childhood care and child protection
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