BEHAVIOUR GUIDANCE CODE

Documented guidelines regarding behaviour and guidance for children help ensure that children, families and staff have a safe environment, and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

As a staff team we believe:

- All children have the right to feel secure and to learn and develop in a psychological and physically safe, environment
- Children have a right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and adults
- Effective communication and learning occurs when families and educators work together to develop common goals for a child’s well being, learning and development.
- That the consideration of children’s individual, and contextual needs are crucial to successful learning and the development of positive behaviours
- That family consultation is valued and their individual perspectives respected
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set
- No child should be made to feel rejected, insecure, embarrassed or ashamed

As a staff team we promote positive behaviour and interactions by:

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- Ensuring that limits set are reasonable and understood by all children and adults
- Providing an enriching and engaging program that enables each child to experience success, a sense of well being and gives opportunities to express feelings through sensory and other forms of play
- Using positive verbal and non verbal guidance
- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
- Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour
- Valuing children as individuals within their family and cultural context
- Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences
- Intentional teaching of appropriate behaviours and play skills, building on each child’s strengths and achievements and providing choices when possible
- Encouraging open two way communication with families to ensure that each child’s rights are met

We will respond to challenging behaviours by:

- Reminding children of expectations and limits and the reasons for these

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• Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately
• Using Restorative Justice (cooperatively acknowledging, resolving between all parties) practices that support children to empathise with others and restore relationships
• Communicating with and involving families at the earliest opportunity to work together positively to assist the child’s well being and learning
• Assessing individual children’s learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours
• Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services
• Being aware of our limitations and seeking assistance when required

When we observe unsafe, unacceptable behaviour occurring deliberately we will talk about safety in the kindergarten and then use one, or a combination of the following, strategies
• Talk with the child about ways to use acceptable, safe, non threatening ways to solve the problem
• Offer the child the choice of other activities
• Offer the child the option to stay at the activity, playing safely
• Re direct the child to other play activities

We will ignore any behaviour, which is done for attention seeking reasons (such as temper tantrums) as long as it is not dangerous and is not physically or emotionally hurting another person.

If the unsafe and unacceptable behaviours are repeated, or there is repeated non compliance staff will provide children with a
• “quiet time” or “thinking time”
  This will only be for brief periods. The child will not be left on his/her own. It will be provided by staff only, not volunteers or students.

When unsafe behaviour is persistently repeated we will develop, in consultation with the parents/caregivers a
• Behaviour Management Plan. If appropriate, referrals will be made to the Early Childhood Support Services.
• Where required we will formulate protocols for the behaviours of individual children. These protocols will be developed in negotiation with the child’s family/caregivers to better support the learning of all children at the kindergarten.
  In conjunction with these approaches to unacceptable behaviour we will continually talk with all the children about what to do when another child threatens their rights or safety. We will encourage the children to:
  • tell the other child to stop the behaviour
  • tell the other child why they do not like the behaviour.
  • seek help from the teachers if the behaviour does not stop

Governing Council Endorsement:..........................Date:..............................