

Consequences .

We teach children that their behaviour has an effect on themselves and others. We expect children to take responsibility for their own actions.

Children are still learning to get along with peers and others. We do not use “good” or “naughty” in reference to children. Instead we give children specific verbal praise & encouragement that refers to the behaviour e.g. “remember to walk inside please” “You remembered to ask for a turn. That was good getting along.” We remind children of the rules and check that they understand the consequences if they continue the inappropriate behaviour. Even when speaking firmly, we use positive language and give children the opportunity to try again. If inappropriate behaviour continues, some consequences may be ... redirection to play elsewhere, some thinking time before re-joining an activity, restorative justice e.g. helping repair something that has been broken, looking after another child who has been hurt.

A note on “Time Out”.

Sometimes parents ask us if we use time out. No, we do not remove children from a situation to be left unsupervised. If other steps have not been successful, for a very specific behaviour such as hurting others, we may ask a child to take some “thinking time” away from the situation. In this case, the child will be asked to stand holding a staff members hand, sit out adjacent to the activity, or withdraw to a quieter spot with a staff member. This would be for a brief period i.e. 2 mins. Children who are having difficulty self-regulating their behaviour are not left unsupervised. After a quiet period of “thinking time” the staff member and the child will discuss what has happened and decide on a more appropriate way to play and interact with others. The child will be asked if they are ready to try again. They will be supported in appropriate social play or restorative practice as this is a crucial part of the process in reinforcing positive relationships with others.

Attention seeking behaviour.

You may sometimes see staff ignore a behaviour if it is not dangerous. This means the behaviour will not physically or emotionally hurt another person. This behaviour may be attention seeking, such as calling out or a tantrum. Staff will monitor the child’s actions and positively reinforce the appropriate behaviour when the child has self regulated.

How can parents support this code?

- Please respect individual differences in children which may require different behaviour support strategies.
- Inform staff of circumstances which may impact on your child’s behaviour e.g. separation/ nightmares/ illness/ family death/ divorce etc.
- Bring your child for regular attendance at kindy.
- Support staff goals for your child, working together.
- Approach staff if you have any concerns about your own child’s **or** another child’s behaviour. (see also site Grievance Policy and Bullying Policy on our website).
- Use positive language and feedback to your child about their behaviour.
- Model and promote appropriate behaviour.

Staff will further support this code by ...

- Advising parents about their child’s behaviour in a timely way, sharing successful strategies and goals, respecting confidentiality.
- Raising issues & concerns with the staff team.
- Being familiar with manual handling & Psychological health policies. Seeking further professional advice if needed from DECD or other agencies involved.
- Attending relevant training & inducting new staff.

This site behaviour code was ratified November 2012 and will be reviewed annually with staff & Governing Council. 20/10/15



Blackwood Kindergarten

Site Behaviour Code

At Blackwood Kindergarten we believe that children, staff, parents and community members all have the right to feel safe, secure and valued.

We also all have a responsibility to work together to develop the responsibilities, rules and consequences that ensure that the rights of all are respected.

In our preschool program, behavioural expectations are expressed positively and explicitly taught. We teach and support 3 main rules with our kindergarten children...

1. It is Not OK to hurt anyone (Physically or emotionally)
2. We look after everything at kindy (whether friend, toy, furniture, insect, animal or plant.)
3. We are fair

Behaviour is a form of communication and can be taught by role modelling, explicit teaching and by providing immediate feedback.

Staff will endeavour to provide for the safety of children, staff, families and visitors by...

- * Designing appropriate programs and procedures to keep everyone physically and emotionally safe.
- * Making expectations clear to children
- * Supervising children so that they comply with safe rules and practices
- * Warn children about unsafe situations and behaviours and act to ensure the safety of all.

Behaviours we encourage

- Caring and consideration for others
- Friendliness & helping others belong
- Sharing and turn taking
- Cooperation
- Respectful listening and speaking
- Safe play and safe interactions
- Inclusive play & accepting differences
- Confidence
- Problem solving in a fair way
- Appropriate assertiveness
- Conflict resolution using words
- Persistence
- Curiosity
- Team work
- Learning together
- Encouraging others to do their best
- Optimism
- Resilience
- Expressing wants and needs in ways which respect the rights and safety of others
- Self regulation
- Recognising consequences of behaviour
- Restorative practices

Ways we maximize positive behaviours

- Set clear boundaries & revisit our 3 rules often (see page 1)
- Build on children's strengths & successes
- Use positive language
- Model and teach appropriate language and behaviour. Listen to both sides.
- Teach children about Executive Function and self regulation
- Catch children behaving appropriately
- Reinforce appropriate behaviours
- Provide immediate feedback to children
- Teach skills in protective behaviours/ expressing emotions through the Child Safe Curriculum
- Teach social skills
- Support Emotional development
- Provide opportunities for practice.
- Follow up with natural consequences and restorative practices

Behaviours that are unacceptable

- Unsafe play or deliberate scaring
- Hurting in any way, annoying, harassing etc.
- Pushing in, snatching, excluding others
- Name calling, teasing, swearing
- Biting, spitting
- Wasting resources e.g. water
- Disruptive behavior during group learning times
- Hiding from teachers or being out of bounds
- Throwing sand or other items
- Weapon play or fighting that can cause injury

Ways we minimise challenging behaviours

- Discussion and agreement as a staff team and in consultation with parents about individual children's needs and how to support positive behaviours. This may include referring to DECD Support Services and other agencies as well as a behaviour management plan if needed.
- Developing consistent approaches as a staff team, and having consistent logical consequences for poor choices of behaviour
- Having routines
- Minimising transitions through the day
- Establishing and explicitly teaching rules and expectations with input from children
- Providing adequate space and resources for children
- Ignoring some attention seeking behaviours
- Acknowledging feelings
- Positive feedback
- Modelling appropriate language and behaviour
- Using redirection and accompanied thinking time
- Considering individual sensory needs
- Parent discussions
- Developmentally appropriate program
- Opportunity for quiet time