



Behaviour Policy

Policy Statement

1. The learning environment at Barmera Kindergarten supports children to be successful in developing appropriate behaviours.
2. Children's behaviour is supported by educators using a positive approach.
3. Children's behaviour is supported in partnership with families. Staff and parents/caregivers need to share the responsibility, by being consistent at all times, creating a safe, secure environment for all children, and modeling and teaching appropriate behaviour. The preschool environment is inclusive, supportive of learning and free from harassment and bullying.
4. All parents / carers will be notified of this policy.

Rationale

At Barmera Kindergarten we believe that:

- Everyone has the right to feel and be safe all the times. The preschool environment is safe and supportive.
- Children learn best when they experience success and have positive self-esteem, built through establishing strong relationships with peers and staff.
- 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.
- Behavioural expectations are explicit and take into consideration children's culture, age, stage of development, life experiences and the context of the setting. Consequences for appropriate and inappropriate behaviour are logical.
- Recognition that parents/caregivers are significant educators of the child, and acknowledge that a partnership between parents/caregivers and staff will lead to the most effective learning.

Strategies Practices and Procedures

| We will support and encourage these ACCEPTABLE BEHAVIOURS | Examples of UNACCEPTABLE BEHAVIOURS |
|---|--|
| Respect and caring for each other Sharing and taking turns Being cooperative Listening Helping Using appropriate social language Participating in kindergarten play activities Respecting other people's property (including something they have made or built) Caring for equipment. | Kicking / hitting / pushing Shouting Spitting / biting / scratching Swearing Bullying / name calling Speaking unkindly or rudely Throwing resources / sand Violence based on war toys / guns etc (please discourage children from bringing these to the kindergarten it is a NO GUN ZONE) Destruction of property (including plants and trees) |



Links to National Quality Standards -5.1.3, 5.22, 5.2.3

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.

To promote acceptable behaviour we:

- Set clear goals and consistent rules/limits that are simple and suitable for the age group.
- Give children the positive behaviour we expect first e.g. Please walk inside. Remind children of the right of everyone to be safe at kindergarten at all times.
- Help children learn to recognise and express their feelings in an appropriate way. Include strategies that can be used to help children communicate their feelings.
- Help children realize the consequences of their behaviour – limits to behaviour will be clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way, building on children's strengths and achievements.
- Help children solve their problems in a non-threatening way. We encourage and support children, offer solutions to conflict in a positive way.
- Redirect or change the play environment to make play safer, and we give children simple reasons for this.
- Let children know as often as possible that they have behaved in an acceptable way. We use smiles, handshakes, verbal praise and activity rewards as soon as possible after the behaviour.
- Model the behaviour we want, as children will copy adults.
- Use books/songs/games/puppets to promote acceptable behaviour.
- We will not tolerate any form of corporal punishment or inappropriate language, from staff, parent or child.

If unacceptable behaviour continues, depending on the individual child we may respond by:

- Ignoring the behaviour if it isn't affecting others.
- Encouraging and reinforcing appropriate behaviour.
- Assisting in the development of problem solving and communication skills.
- Setting limits where safety is an issue.
- Redirecting to another activity.
- Children are supported by staff to reflect on their behaviour.
- Use 'calm down time' (not to be implemented by volunteers)
- If required staff will collaborate with family and DECD support staff to develop a behaviour management plan specific for the individual child.

Informing parents:

The child will be given specific feedback about their behaviour and what behaviour is expected next time. Parents will be informed if there is a pattern of unacceptable behaviour. We will then endeavor to work with the child, family and staff to promote acceptable behaviour.

Support (including referral for Support Services as required) will be offered and information provided to parents and children who may need additional help with behaviour management in a timely manner. Behaviour Management Plans will be developed in collaboration with family and staff.