

Bertram Hawker Kindergarten Behaviour Code



Our philosophy and practices are underpinned by the values of caring for ourselves, caring for each other and caring for our world.

- Consideration and respect for children's individual developmental and contextual needs are crucial to successful learning.
- Restorative Practices enable children to empathise with others, collaborate and restore relationships. See our Restorative Practices Brochure on our website.
- Children have a right to be supported to recognise, manage and learn from their behaviours and express their emotions in positive, non-threatening and productive ways acknowledging that behaviour is a form of communication.
- It is unacceptable to behave in a way that hurts others through our words or actions.
- Social learning occurs when children, families and staff work together. We share the responsibility for modelling appropriate behaviours and sharing information with each other.
- Sometimes children use superhero and imaginary weapon play to make sense of what they have viewed and to explore the concepts of power and control. We support this play within the guidelines of this policy.
- Adults can guide children's play and assist children to think about concepts of power and self-regulation as they learn to negotiate, find resolutions and manage emotions appropriately.

We promote positive behaviour by:

- Providing a safe, well-planned environment that promotes a sense of belonging, trust and respect and enables each child to experience success and to appropriately express feelings.
- Enabling opportunities for the development of resilience, self-reliance, self-esteem, social and communication skills and protective behaviours.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour towards people, animals and the environment.
- Modelling and encouraging children to be actively involved in problem solving, negotiation and conflict resolution, using restorative practices.
- Valuing children as individuals within their family and cultural context.
- Involving children in developing & thinking about behaviour expectations.
- Explicit teaching of positive behaviours and play skills, building on each child's strengths and achievements.
- Open communication with families to ensure that each child's behavioural and developmental needs are met.
- While superhero play is an accepted part of children's play, parents and children are encouraged not to bring toys linked to violence, such as guns, to kindergarten.

We respond to challenging behaviours by:

- Supporting children to problem solve, negotiate, find resolutions and manage emotions.
- Ensuring children understand that we all have the right to feel safe at kindergarten.
- Supporting children to think about how their actions impact on others as they play, and how they link to our values
- Focussing on reinforcement of positive behaviours through providing positive guidance and encouragement.
- Informing parents if their child is having difficulty developing self-regulation.
- Communicating with families to work together positively to assist the child's emotional social learning.
- Reviewing the program and environment to cater for individual needs.
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services.
- If children are at risk of hurting themselves or others it may be necessary to restrain them by physically holding with care and humility and acting in a way that ensures that the rights and dignity of each child will always be maintained. Parents will be informed if this occurs and the circumstances will be discussed with the child at an appropriate opportunity.