



Clarendon Kindergarten

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Behaviour Support Policy

1 Purpose:

Relationships are part of the foundation form of any education setting and are strengthened by respectful and authentically reciprocal interactions. When children build strong relationships, they feel safe and are able to take risks and extend their learning opportunities.

The purpose of this behaviour policy is to develop a whole site understanding of the values and strategies Clarendon kindergarten will hold in relation to developing relationships between peers, children and the community.

2 Scope:

Approved Provider

Nominated Supervisor

Certified Supervisors

Educators

Parents & Children

3 Supporting Documents:

<https://edi.sa.edu.au/supporting-children/behaviour-and-attendance/behaviour-support/developing-a-code>

Department for Education behaviour support policy

4 Policy Details:

To successfully implement this policy, it is important that parents/caregivers, staff and children work together in an honest and cooperative manner and promote open communication at all times.

5 Procedures:

When in relation to children, Clarendon Kindergarten will ensure the following;

- All children will be considered capable and competent citizens
- All children will be engaged in concepts of fairness, empathy and reciprocal rights and responsibilities of a collaborative community as per the Early Years Learning Framework
- All children will have the right to understand their emotions and will be provided with opportunities to express themselves safely

Policy updated: May 2020

Policy endorsed: June 2020

Policy to be reviewed: Feb 2022 or earlier if required

- All children have the right to feel safe in the learning environment. Individualised methods of support will be put in place through ILP's and conversations will continue throughout the year to ensure this occurs.
- Children will be encouraged to understand concepts of respectful debate and collaborative learning through scaffolded discussions and play.
- No child will be forced to play with another child, following with guidelines of the Child Protection Curriculum and Reflect Respect Relate.

Appropriate further actions:

In situations where a child is not allowing for their peers to feel safe and connected, the following strategies may be put in place:

- The child may be reminded of expectations and fair behaviour and spend 3 minutes reflecting with an educator by their side.
- The child may be redirected to another area, or sensory experience to allow them time to regulate their emotions
- The child may be engaged in scaffolded language solutions to support safer play within the environment
- Distressing regular behaviour will be documented privately and shared with family or appropriate support people.

Clarendon Kindergarten does not condone the use of intimidation, physical punishment, or mental putdowns during the process of behaviour management.

When in relation to adults, Clarendon Kindergarten will ensure the following;

- All staff will be made aware of EAP and further support available to them
- Family values are to be respected and considered in daily practices
- Confidentiality is to be maintained when requested provided it is safe to do so (keeping in mind educators responsibility to be mandatory notifiers)
- Both staff and families have the right to feel safe.

Clarendon Kindergarten will hold a zero tolerance rule regarding unsafe gossiping and bullying. All acts will be documented and reported to either the Director or Education Leader and will be handled on an individual basis.

6 References:

- The Early Years Learning Framework
- The Child Protection Curriculum
- The UN Rights of the Child <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
- Reflect, Respect Relate tool
- Kidsmatter components
- ACECQA web page: www.acecqa.gov.au

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