

Craigmore Kindergarten's Behaviour Guidance Code



Link to National Quality Standards

- 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.**
- 5.2.2 Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.**
- 5.2.3 The dignity and rights of every child are maintained at all times.**

Rationale

We believe that everyone has the right to feel safe all of the time (Educators and children). We accept that children feel angry, frustrated and upset at times, and need help to express those feelings appropriately. In each kindergarten day there may be conflicts or problems for children to deal with. We encourage children to articulate 'Stop! I don't like it when....because it makes me feel

' and then, if necessary, approach teachers/adults for assistance. When a child approaches you with a problem, it is important to them and needs to be solved. We believe that behaviour changes more quickly when handled in a positive way. Educators and parents need to share responsibility, be consistent at all times, create a safe and secure environment for children, and model appropriate behaviours.

As a team of Educators 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.
- 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 team of Educators 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 wellbeing 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
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately
- Using Restorative Justice 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
- Redirecting children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time

Children need help to learn the difference between **Appropriate Behaviour, which is OK**, and **Inappropriate Behaviour, which is unacceptable**.

Some Problems:

1. Can be solved by a child or group of children
2. Need adult support to help a child or group of children to solve the problem
3. Need to be solved by an adult

Solving a Problem



1. **For children/staff to articulate** "Stop! I don't like it when...", "it makes me feel...", and then if the problem doesn't stop, for children to seek an adult for support.
2. **Talk** with the child to identify the problem and/or redirect their play by offering choices
3. **Listen** to "both sides"
4. **Ask** the children about their feelings concerning the problem
5. **Give** the children the language to say how they felt i.e. 'Kayla felt hurt when you poked your tongue out at her.'
6. **Decide** together on an appropriate solution (it may be necessary to record this)
7. **Monitor.**

Sometimes children will avoid dealing with a problem. They may need to be supported to solve a problem and let others know what they do and do not like.

If a problem continues, after using the problem solving process children will then be redirected to another area and supported to reflect on their behaviour

Expectations for behaviour / guidelines to keep us safe

- We let an adult know if someone is hurt.
- We work and play safely together.
- We remember and use our manners.
- We share and take turns.
- We all pack up together.
- We look after our kindy equipment.
- We sit down while we eat and drink.
- Hurting is not OK
- We say "Stop I don't like it..." when things happen that we don't like and if it doesn't stop we ask an adult to help.
- We use sticks, stones & loose parts safely in our play for making and creating.
- We walk inside and on all paths and paved areas outside.
- We wait for a teacher to go outside & wear our hat.

- We stay away from fences, gates and sheds unless accompanied by a staff member.
- We keep sand near the ground.