

Elizabeth O'Grady Kindergarten Policies & Procedures

10 Charles Sturt Ave Grange SA 5022, 8356 8035

Behaviour Guidance Code

Documented guidelines regarding behaviour for children help ensure that children, families and staff have a safe environment. It also provides consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

At Elizabeth O'Grady Kindergarten we aim for children to make choices that enable them to work positively within the group. For this to occur we will guide children to develop self-regulation. The emphasis will always be on learning and not punishment.

Our Behaviour Guidance Code is influenced by the South Australian Department for Education- Keeping Safe: Child Protection Curriculum-Early Years

As a staff team we believe:

All children have the right to

- feel secure and to learn and develop in a psychologically and physically safe, environment
- express their feelings
- be supported to develop positive behaviours that underpin the development of relationships with peers and adults
- be supported by educators who model appropriate behaviours and ensure consistent limits are set

The consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours.

Communication with families is essential. Effective communication and learning occurs when families and educators work together to develop common goals for a child's wellbeing, learning and development. Family consultation is valued and individual perspectives respected.

As a staff team we promote positive behaviour and interactions by:

Planning

Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides 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.

Planning 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

Intentional teaching of appropriate behaviours and play skills- building on each child's strengths and achievements and providing opportunities to make safe choices

Modelling good practice

Using positive verbal and nonverbal guidance

Demonstrate empathy and sensitivity to each child, being mindful of the variety of factors that influence behaviour

Interacting positively, using positive language and acknowledging and modelling respectful behaviour

Respecting children and family's knowledge, values and beliefs

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

Encouraging open two way communication with families to ensure that each child's rights are met

All strategies need to be relevant to individual children, behaviour and situations.

We will respond to challenging behaviours by:

1. Modelling and verbalising expectations

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

2. Supporting all children to participate in our program

Through reflection and review of our program including how an active learning environment supports positive behaviours

Encouraging children to seek assistance when required

On occasion we may withdraw children when they are at risk of hurting themselves or others. Children will be supervised at all times. Children will be encouraged to make positive choices to enable them to re-join the group/play

3. Relationships and communication with families and support services

We will communicate with families and work together to assist the child's wellbeing and learning

If behaviour persists we may implement an individual behaviour plan in partnership with families and support services

Concluding statement

This policy has been developed by the Governing Council, and will be reviewed and evaluated regularly by both Staff and Governing Council and modified as required to ensure continued relevance for the Centre.

This policy was endorsed by the Governing Council on 07/04/2021

Director: Kellie Holbrook

Chairperson: Carolyn Rainsford

Review date: Term 1 2024