

Kimba Community Kindergarten

Relationships Code



Aims

The aims of the Kimba community Kindergarten's Relationship Code is to use our understanding of Attachment Theory and the Circle of Security to help children to develop positive relationships with staff and peers and to keep them safe. The Relationship Code replaces our previous Behaviour Code and aids staff in ensuring we provide an equitable approach by considering each child's individual needs and following through in a way which allows children to feel supported to be themselves, express their feelings and learn expectations without judgement.

As a staff team 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 wellbeing, learning and development.
- ☐ That the 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, equitable limits are set.
- ☐ No child should be made to feel rejected, insecure, embarrassed or ashamed.
- ☐ **As a staff team we promote positive relationships 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 both at kindy and offsite.
 - ☐ Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, responsibility, honesty, respect for others and communication.



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- Interacting in a positive manner: using positive language and acknowledging and modelling respectful relationships and behaviour.
- Valuing children as individuals within their family and cultural context.
- Involving children in goal setting, developing group norms and the development of expectations.
- Intentional teaching of expectations, and ways of coping, building on each child's strengths and achievements and providing choices where 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 using a similar language
- 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 wellbeing 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 plans in partnership with families and other support services.
- Being aware of our limitations and seeking assistance when required.

Relationships Code

Review Frequency: 24 months. Next Review: Term 3, 2021



**Government
of South Australia**
Department for Education

Understanding Restorative Justice



Preschool-based restorative justice offers a more appropriate, equitable, and respectful alternative to dealing with misbehaviour, from minor to quite extreme behaviours. Restorative justice brings together the people or person who has been harmed with the people or person responsible for the harm in a safe and respectful space, interestingly it is inspired by indigenous traditions. Restorative Justice promotes talking together, taking responsibility, and develops a stronger sense of community. It is a philosophical framework that can be applied in a variety of contexts -- the justice system, schools, families, communities, and others.



RESTORATIVE PRACTICES

Restorative practices take incidents that might otherwise result in punishment and create opportunities for students to:

- Become aware of the impact of their behavior.
- Understand the obligation to take responsibility for their actions.
- Take steps toward making things right.

Through this process, students learn how to interact and manage their relationships with adults and peers. They become better equipped to understand how their actions impact others and how to monitor future behavior. Restorative practices encourage accountability, improve school safety, help strengthen relationships, and create more positive outcomes for students and the school community.

"I'M SORRY." is a STATEMENT.

"I WON'T DO IT AGAIN." is a PROMISE.

"HOW DO I MAKE IT UP TO YOU?" is a RESPONSIBILITY.

Traditional Approach	Restorative Approach
School rules are broken.	People and relationships are harmed.
Justice focuses on establishing guilt.	Justice identifies needs and responsibility.
Accountability = punishment	Accountability = understanding impact and repairing harm
Justice directed at the offender; the victim is ignored.	Offender, victim, and school all have direct roles in the justice process.
Rules and intent outweigh whether outcome is positive or negative.	Offender is responsible for harmful behavior, repairing harm and working towards positive outcomes.
Limited opportunity for expressing remorse or making amends.	Opportunity given to make amends and express remorse.