

Settlers Farm Campus Kindergarten

Behaviour Management Code

2022

We believe that everyone has the right to be safe. Children learn best when they experience success and have a positive self esteem.

We believe that consistency and partnerships with families through frequent conversations are important in promoting acceptable behaviour. *Educators and families need to share this responsibility, creating a safe and secure environment and modelling appropriate behaviours at all times.* We accept that children may feel upset, frustrated and angry at times and we will support them in expressing these feelings appropriately.

We understand that children at kindergarten are still learning how to behave appropriately and communicate and that some children will need more support than others to learn these skills. Inappropriate Behaviour is documented by educators to enact appropriate intervention strategies which may include the use of SMARTER goals in a behaviour support one plan (example attached).

At kindergarten children will be encouraged to:

- Demonstrate acceptable behaviours and respect others personal space
- Participate and be involved in group discussions to establish rules and expectations around acceptable and unacceptable behaviour.
- Keeping ourselves and others ~~be~~ safe
- demonstrate emotional resilience (express feelings, wants and needs)
- be confident (take risks, try new things)
- make good choices (A and B choices)
- be co-operative, share and take turns
- solve problems
- communicate effectively-verbally and non-verbally
- be tolerant
- get along with others- be friendly
- respect and care for others
- take responsibility for their own actions
- Talk to an educator when issues arise

ACCEPTABLE BEHAVIOUR:

- Following instructions
- Helping
- Listening (5 L's)
- Using appropriate social language and actions (e.g. "stop, I don't like that", "making good choices").
- Participating appropriately in activities
- Valuing other people's property (including something they have made or built)
- Caring for our environment; people, animals, garden and equipment
- Walking safely inside the building.
- Being kind- filling bucket
- Using traffic lights to connect emotions (early warning signs)

To promote acceptable behaviour Educators will:

- Discuss with children the appropriate ways to behave at kindergarten (with regard to a child's individual learning needs).
- Model appropriate behaviour.
- Have fun and be positive.
- Be consistent in our approach to behaviour management.
- Encourage and support families to promote acceptable behaviour.
- Implement "You Can Do It" program in the curriculum
- Support children to develop skills to self-regulate their behaviour in order to recognise, manage and communicate their feelings (verbally and non-verbally).
- Use visual prompts and sensory aides.
- Make learning relevant and manageable for all children.

- Ensure that children are being acknowledged when they make positive choices in managing their behaviour.

UNACCEPTABLE BEHAVIOUR:

- Any/all actions that harm another person (physically and emotionally).
- Disrupting other people's learning.
- Playing unsafely with equipment.
- Transferring any object into a weapon; pointing weaponised objects at others and using unsafely.
- Climbing furniture/fences/gates.
- Damaging our garden.
- Running inside the building.
- Destruction of property and resources.
- Graffiti.
- Self-harm.
- Emotional behaviours:
 - Verbal abuse
 - Threats
 - Bullying
 - Racial taunts
 - Yelling and screaming at others
 - Swearing
 - Name calling
 - Speaking unkindly or rudely, teasing.
 - Isolating/excluding

To minimise unacceptable behaviour Educators will:

- Provide positive feedback during play experiences to promote acceptable behaviour
- Use visual prompts.
- Redirect disruptive behaviour.
- Offer choices/give warnings.
- Support children to have the language to communicate their feeling's/problems before resorting to unacceptable behaviour and warn of consequences.
- Redirect to a safe place for persistent unacceptable behaviour; who physically/intentionally hurts another child or educator-
- Remove other children away from the child demonstrating inappropriate behaviour (in vacate/evacuate).
- Educators to document inappropriate behaviours and/or physical restraint.
- Discuss with parents any concerns about their child's behaviour to promote a consistent approach.
- Be consistent and follow through when managing behaviours.
- Be fair and patient.
- Value children as individuals.

References:

- *Protective practices for staff in their interactions with children and young people: Guidelines for staff working or volunteering in education and care settings 2nd edition, 2019*, Department for Education and Child Development, Catholic Education South Australia, and Association of Independent Schools of South Australia, 2019.
- *National Quality Standard, 1.2.3, 5.1.2, 5.2.2*

Reviewed: 18th November 2019, 16th May 2022

Endorsed: 11th March 2020,

To be reviewed: 2024

Writing aims and goals (SMARTAR)

Who	What (action words)	Under what conditions (where, with whom, level of prompt)	How many times (success measure) accuracy, fluency, automaticity, transfer	By when (time frame)

S – Specific **M** – Measureable **A** – Attainable **R** – Realistic **T** – Time Bound **A** – Agreed Upon **R** – Reviewed