

Site Behaviour Code

Surrey Downs Kindergarten

At Surrey Downs we believe that:

- Everyone has the right to feel safe at all times.
- Children should respect the rights, feelings and needs of their peers.
- Children learn best when they experience success, praise, pride in themselves and their work.
- Children should be taught to solve their own problems and conflicts with confidence and success
- Children should care for their kindergarten environment.

We encourage:

- Cooperation with peers, staff and other adults at the centre.
- Listening.
- Respecting and caring for friends, possessions and centre resources.
- Participating in activities.
- Sharing and turn-taking.
- Responding to questions, requests and greetings.
- Expressing thoughts, needs and feelings appropriately – i.e. verbally, rather than physically.

We encourage positive behaviour by:

- Providing a safe environment.
- Being consistent.
- Modelling appropriate language e.g. “Stop, I don’t like it when....”, or, “It makes me feel... when...”
- Using positive reinforcement to recognise and reward desired positive behaviour.
- Giving children choices and helping them make decisions whenever unacceptable behaviour occurs.
- Helping children identify and express their feelings through games and dramatic play.
- Having realistic expectations based on the child’s age, developmental level and previous experiences.
- Teaching safe ways of using equipment.

If a child is not experiencing success on their own, we encourage them to ask a staff member to help them work through and solve any problems or conflict.

Behaviours that may physically or emotionally hurt other people (e.g. hitting, biting, swearing, or bullying) are not acceptable at Surrey Downs Kindergarten.

If an incident does occur:

In the event that someone exhibits inappropriate behaviour, staff will intervene using the following procedures:

- We will stop the child and remind them of positive behaviour and tell them why the behaviour they are exhibiting is not appropriate. We will suggest alternative ways of behaving or solving problems and may redirect them to another activity.
- If the inappropriate behaviour continues, the child will be removed from the situation, sat down by themselves and asked to think about their behaviour. After a few minutes, we will go back to the child and talk to them to ensure that they know what they did, why it was inappropriate and how to change their behaviour next time. After this is done, the child will re-enter the group and will receive positive reinforcement for using appropriate behaviour.
- Other staff will provide emotional support to any child who may have been affected by the inappropriate behaviour.

Informing Children:

At the beginning of each term, staff will establish and explain the rules and behavioural expectations with children, and then:

- Regularly remind them that staff can help, if they can't solve a problem on their own.
- Use visual display and posters (e.g. "5 rules of listening").
- Regularly reinforce the use of appropriate language and actions.
- Explicitly teach, and then have the children practise, appropriate behaviours for the group.

Informing Parents/Caregivers about the code by:

- Publishing the Site Behaviour Code in the Information Book.
- Providing specific information at enrolment.
- Providing regular updates in newsletters about what the children are learning.

Informing Parents/Caregivers if an issue arises:

- Parents will be informed if another child hurts their child and first aid is required.
- Parents will be informed if their child hurts another person – if it's reoccurring behaviour.
- These discussions will be confidential between staff and family/carer.

Parents can help support the Code by:

- Discussing the code with their children and encouraging them to abide by it.
- Modelling appropriate language and behaviours.
- Speaking with a staff member, instead of another parent, if they ever have a concern that their child might have hurt, or been hurt by, another child at the kindergarten.

That last point is especially important because children can sometimes be labelled as "naughty" or "a bully" or "not being a good friend", when there may be something else behind the behaviour or issue. They could even become an unfair victim of 'labelling', if it's been seen as easier to tell a child "don't play with" or "..... is a bully", than deal with the matter.

So, if you ever have any concerns about your child or another, please speak with a staff member as soon as possible.

Every child is at a different developmental level, so it's important that they all have safe and supported opportunities to learn 'how' to behave appropriately, rather than risk them feeling isolated or developing low self-esteem, which will only hinder their development.

Not that it's an acceptable excuse for engaging in hurtful behaviour, some children do have specific issues or a special need that makes it difficult for them to always follow the behaviour code.

In such cases, we will work with parents to help obtain the advice of appropriate professional staff from the health, education or disability fields to assist us negotiate and implement a modified curriculum and/or behaviour management plan for that child.

At the same time, staff will always closely monitor and protect the safety of all other children.

Staff will:

- Be informed about the code by developing/reviewing it together and by including it in the Staff Induction Book
- Support the Behaviour Code by always modelling the desired behaviours themselves and by following it's guidelines.

Signed: (Director)

Date:

Signed: (Chairperson)

Date:.....