



TINTINARA AREA SCHOOL AND PRESCHOOL

TOGETHER ACHIEVE SUCCESS

Principal: Mike Sadleir
PO Box 1596 Tintinara SA 5266
Tel: 8757 2120 Fax: 8757 2187
dl.0438.info@schools.sa.edu.au

Please read prior to signing the Agreement/Permissions form to be returned to the preschool

Each family and their child is unique with their own values and expectations, cultural background, religious beliefs, learning needs, abilities and sensory needs.

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

As a Staff Team we believe:

All children have the right to feel safe and secure 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 limits are set

No child should be made to feel rejected, insecure, embarrassed or ashamed

Positive behaviours and interactions that children are supported to develop are:

- respecting each other and property
- showing others you care by the way you treat them
- listening to others - everyone has something valuable to contribute
- using 'positive' language/communication
- being friendly, helping each other. co-operative
- taking turns, sharing - equipment and materials
- exploring and participating in learning experiences
- developing independence
- social interactions that are inclusive and working as a team



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As a staff team 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, understood by all children and adults and displayed visually

Providing an enriching and engaging program that enables each child to experience success, a sense of well being and gives opportunities to express feelings through sensory and other forms of play

Using positive verbal and non verbal guidance (role play and modelling to act out various situations and outcomes; keyword signing; visual cues, timetables, routines; social stories; using language that is appropriate for each child's developmental level i.e. sentence length/structure

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

Providing the children with a quiet area, relaxation toys so that they can self-regulate their emotions and feelings

Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible. This includes:

- Child Protection Curriculum. The guiding principles are that "all children have the right to feel safe", "nothing is so bad that you can't tell someone about it" and children are taught the safe/unsafe body signals and encouraged to develop 'safe networks' – people they can trust and talk to.

The behaviours which are not acceptable or appropriate are:

Behaviours that are unacceptable because they are not fair to others include:

- those which are dangerous - to the children themselves or to others around them - e.g. throwing equipment, running inside or on the paved areas outside



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- those which physically hurt or frighten others - e.g. hitting, kicking, punching, biting, spitting, pushing and shoving, aggressive behaviour
- those which hurt or frighten others through the language used - e.g. name calling, insults, swearing,
- those which impact on the achievements or work of others - e.g. deliberately knocking down other children's work, damaging property, disruption of group time/pack up

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

Redirecting the play or children, offering alternative choices

Ignoring the behaviour if it is being done only to seek attention, as long as it is not unsafe to the child or others

Communicating with and involving families at the earliest opportunity to work together positively to assist the child's well being and learning

Maintaining the confidentiality and dignity of all children and families

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

Withdrawing children to the 'calm room' when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time. When calm, they are supported to find a solution to the problem – what could be done differently next time so that the child is successful in their play and the child is then supported to re-enter the play or find another activity to participate in. Positive reinforcement of appropriate social play is a critical to the process of withdrawal. At all times the behaviour is unacceptable, never the child.

In the case of challenging behaviours staff will review the program:

- Note triggers, behaviour patterns, 'danger' times and periods when the challenging behaviour does not happen.



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- Look at the environment, routines, structures and group composition. Are there possible modifications that would encourage appropriate behaviours?
- Consider support strategies, eg early intervention funding, bilingual support or telephone advice from support services.
- Assess the impact of the child's behaviour on others and address as required.

