



Uraidla and Hills

Community Kindergarten

Behaviour Management and Anti-Bullying/Harassment Policy

When we are safe, happy and feel supported we are best able to grow and learn.

We believe that everyone has the right to feel safe and secure all the time and to learn and develop in a psychological and physically safe environment.

Children learn best when they experience success and have positive self-esteem.

Behaviour is an expression of feelings. Behaviour communicates needs, anxieties, concerns, pride, happiness..... Our role is to help the children in our care express their feelings in a manner that shows care and respect for others and in a way that supports their personal needs.

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

At Uraidla and Hills Community Kindergarten we believe that...

Children and adults in our kindergarten community have the right to feel...

- | | | |
|-------------|-------------|-------------|
| * Trusted | * Secure | * Supported |
| * Respected | * Accepted | * Cared for |
| * Valued | * Emotional | * Safe |
| * Welcomed | | |

With this right comes the responsibility for everyone to display...

- | | | |
|----------------------------|---------------------------|--------------------------|
| * Tolerance to Diversity | * Fairness | * Honesty |
| * Their emotions | * Respectful Behaviours | * Equity |
| * Helpfulness | * Support for each other | * Praise and celebration |
| * Friendliness to everyone | * Active listening | * Politeness |
| * Care for each other | * Co-operation | * Negotiation |
| * Collaboration | * Sharing and turn taking | |

Behaviours we will encourage to maximize positive interactions are...

- Those behaviours mentioned above
- Inclusive and acceptance of all peoples
- Participation and turn taking
- Age appropriate positive interactions and language that underpin the development of relationships with peers and adults
- Encouraging children to take responsibility for their own actions
- Protective Behaviour skills ie. "Stop! I don't like it"

- Encouraging children to voice their opinions and ideas
- Walking inside the building
- Washing hands as necessary and before eating and after toileting

Behaviours we will discourage are...

- Being hurtful, emotionally and physically
- Throwing sand/stones/toys
- Harassment / Bossiness / Bullying
- Being disrespectful
- Bad language and verbal abuse
- Racial taunts
- Climbing fences and gates
- Running inside the building
- Destruction of property
- Threatening others

Effective communication and learning occurs when families and educators work together to develop common goals for a child's wellbeing, learning and development.

Educators and parents need to share responsibility, being consistent at all times, creating a safe, secure environment for children, and modelling appropriate behaviours.

As an educator team we will 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 and understood by all children and adults
- 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
- Modelling positive verbal and non-verbal behaviours that are respectful and inclusive of all children and their families.
- Demonstrating 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 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 so that children understand what is expected.
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible
- Encouraging open two way communication with families to ensure that each child's rights are met
- Shared discussion - educators and children, looking at potential problems and managing current issues

- Meeting with children to discuss what makes them feel safe and unsafe at kindy.
- Modelling and supporting children in problem solving, negotiation and conflict resolution skills and to manage emotions appropriately
- Valuing family consultation and respecting individual perspectives.
- Teaching child protection strategies so children can protect themselves from inappropriate behaviour of others.
- Noticing and acknowledging appropriate behavioural responses by children
- Supporting children to adjust their behaviours to cope with change
- Maintaining consistency with the policy
- Ensuring that no child is made to feel rejected, insecure, embarrassed or ashamed

Restorative Justice Practices

This is a no blame approach to conflict resolution and is appropriate in some situations. Every child involved in the incident including key witnesses share in the process. Each person has a turn to reflect on what has happened and respond to a series of questions on the scenario in their own words and from their viewpoint. Everyone else listens respectfully.

Question 1 - What happened?

Question 2 - How do you feel?

Question 3 - What can you do to make it better?

Question 4 - Are you OK now?

We will respond to challenging behaviours by:

- Consider if the Restorative Justice Practice is suitable for this scenario.
- Managing inappropriate behaviour immediately when it occurs.
- Reminding children of expectations and limits and the reasons for these
- Calmly discussing the inappropriate behaviour with the child/children involved
- Redirect the play or the child
- Praise the child when behaviour is appropriate
- Support the child with "time in" the activity or social situation.
- Offer choices and give reminders when behaviour is inappropriate
- After discussion and supported "time in", if inappropriate behaviour continues then "thinking time" away from the activity may be necessary.
- Communicating with and involve families at the earliest opportunity to work together positively to assist the child's wellbeing and learning. All conversations remain confidential.
- 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 through DfE support services
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time
- Investigating and documenting serious incidents both at site and through DfE's Incident Management System

Parents and caregivers can support the site behaviour policy by...

- Reading the behaviour policy and seeking clarification if needed.
- Working in partnership with the kindergarten educators to support a unified approach.
- Discussing with educators any concerns
- Informing educators of any changes in the child's home life
- Supporting educators by adopting similar expectations at home

With this support children will be able to;

- Take responsibility for their actions
- Work together in a co-operative manner
- Negotiate and problem solve with their peers
- Communicate effectively
- Express feelings, wants and needs
- Have respect for themselves and others
- Be happy, safe, confident and relaxed individuals
- Protect themselves and their belongings
- Show initiative and take calculated and supported risks

References

DECD Behaviour Guidance Code

DECD Behaviour Support Policy for Early Childhood Services

www.decd.sa.gov.au/childrensservices/pages/earlychildhoodreform/interactions

National Quality Standards. Standard 5.1 and 5.2 Interactions with Children.

www.decd.sa.gov.au/docs/documents/1/GuidetotheNationalQuality-2pdf

www.decd.sa.gov.au/docs/documents/1/GuidetotheNationalQuali-3.pdf

This policy was ratified by Governing Council 2021 and was reviewed in 2023

