



Clarence Park
Community Kindergarten

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Site Behaviour Code

ENDORSED 14TH August 2018

Introduction

We believe that everyone has the right to feel safe all of the time. For children, this means that they have the right to learn and play in a friendly, safe and supportive environment. For staff, this means that they have the right to teach in a safe, friendly, cooperative and supportive environment. At the beginning of each year we prepare a 'Charter of Rights' with the children. This is based on positive behaviours and is referred to throughout the year.

To implement this staff will:

- Practice a guidance approach to behaviour using modelling and provide opportunities for practicing safe behaviour
- Ensure a physically and psychologically safe environment
- Provide a nurturing environment that promotes a sense of belonging and self-worth
- Supervise children so that they comply with agreed upon group norms and practices designed for their own safety and that of others
- Provide opportunities for children to take risks and experience success
- Be positive
- Value and recognise the individual strengths, skills and interests of each child
- Work in partnership with parents and inter/intra agency staff to develop and implement policies and strategies to support children
- Provide opportunities for problem solving
- Use positive reinforcement and encouragement of appropriate behaviours
- Use redirection/distraction
- Teach children communication and problem solving skills
- Help children to recognise and articulate their feelings
- Be fair and patient
- Be consistent and follow through when managing behaviours
- Respect others
- Encourage open communication with families to ensure that each child's behavioural and developmental needs are met



Government of South Australia

Department for Education

Children will:

- Have positive role models
- Take risks
- Be relaxed
- Feel safe, respected and happy
- Solve problems
- Become assertive and show their initiative
- Be able to express their feelings, wants and needs
- Be able to work in a cooperative manner
- Know limits
- Respect others and take responsibility for their own actions
- Be able to share

Acceptable behaviour	Unacceptable behaviour
Respecting and caring for others	Hitting, kicking, spitting, pinching and pushing
Sharing and turn taking	Throwing objects
Being cooperative and helpful	Being belligerent
Being polite	Upsetting or scaring others
Being friendly	Ignoring advice/instructions
Listening to others ideas and opinions	Screaming or yelling directed at an individual
Respecting others work	Deliberately wrecking others work
Using appropriate language	Name calling and teasing, swearing
Encouraging others to do their best	Snatching, biting and scratching
Caring and kindness	Hair pulling and aggression
Participating in activities	Deliberate withdrawal and refusal to participate
Self-control	

This means that staff will:

- Use a positive approach in managing children's behaviour
- Teach and reinforce positive, appropriate behaviour
- Be consistent and follow through when managing behaviours
- Consider each child's level of development and match their expectations to this
- Provide a quiet area where children can go to relax and/or calm down.

When unsafe or unacceptable behaviour occurs, staff will:

- Distract and redirect to another activity where possible
- Offer another choice
- Calming activities
- Talk about the problem
- Repairing any damage caused
- Give a warning saying what is appropriate and what is inappropriate behaviour

If persistent, inappropriate behaviour continues staff will:

- Remove the child from their current activity for a short period of time to maintain their or others safety (Time away).
- Children use Time away, with an educator, to reflect on what was done, what behaviour was unacceptable and what future positive behaviour could be seen
- After discussion and resolution, there is re-entry into the group.
- If the behaviour continues upon re-entry into the group, then the child is directed to remain with an educator for a short period of time, as they observe play in the general area.
- If upon resumption of an activity, behaviour is still inappropriate, the child is moved away from the area (i.e.: outside to inside or inside to outside) with an educator for Time Away. This will depend on the situation and Time Away will only be for a short period of time.
- A child may be sent home if their behaviour causes risk to other children.

Notes on the use of Time Away

In Time Away, a child is withdrawn from a play situation for a brief period of time with an educator. This may be used for dangerous or unacceptable behaviour. Children who are in Time Away are never left unsupervised. During this time the child and educator will discuss what has happened and decide on a more appropriate way to play and interact with others. Positive reinforcement of appropriate social play is a critical conclusion to the process of Time Away.

Communicating with families

Staff have open communication with families. Staff will ensure that families are informed of any behavioural issues that arise with their child that occur during the day. We ask that families make a time to talk with their child about the particular behaviour/incident. We ask that parents do not punish their child for challenging or inappropriate behaviours as there would have already been consequences applied to the behaviour by staff.

The Clarence Park Community Kindergarten Site Behaviour code is a dynamic document and will be reviewed annually to ensure it meets the current needs of the children accessing the site. This policy will be shared with all new staff and families and is available to view in the Kindergarten's Policies Folder and on the Kindergarten's website

Endorsed and ratified by Governing Council parents and staff at Governing Council

Date: 14th August 2018

Review date: August 2021