



Clarence Park
Community Kindergarten

Behaviour Code

We Believe

Everyone has the right to learn in a safe, respectful and inclusive environment. We acknowledge that all behavior is a form of communication and we seek to connect with each child to understand what their needs are.

Children have a right to be supported to recognise, manage and learn from their behaviours and express their emotions in positive, non-threatening and productive ways. We support all children to empathise with others, collaborate and restore relationships.

Rationale

The development of guidelines about how we support children's behaviour ensures that there is consistency and understanding between children, families and educators and that we are able to learn and play in a safe environment. We develop a Charter of Rights and Responsibilities with the children each year and we support and discuss children's behavior with reference to the Charter of Rights.

Principles

- We base our values on Aboriginal and global cultures that encourage kind, balanced and harmonious relationships of caring for each other, ourselves and our lands and waters and showing Ngaitalya (respect) to each other. We develop a Charter of Rights and Responsibilities each year with the children that are based on these values.
- It is unacceptable to behave in a way that hurts others through our words or actions and we want all children to feel safe.
- Educators share the responsibility with families for modelling appropriate behaviours. Adults can guide children's play and assist children to learn to negotiate, find resolutions and manage their emotions.
- We explicitly teach emotional vocabulary to support children to be able to articulate and communicate their thoughts and feelings. We explicitly teach and learn about our brain and how sometimes we can become dysregulated but that we can develop strategies to help our self-regulation.
- We always are considerate of children's individual developmental, circumstances and needs and we adopt the approach of "two hands" (Kim Golding) where we provide both warmth and nurture as well as structure and boundaries. Through warmth and nurture, we stay available and attuned to children and act as a co-regulator. We are consistent and predictable, providing safety and security, with realistic expectations of every child, and supporting them to understand our boundaries and consequences.
- Educators share information with each other and also with families to ensure the needs of all children are met to ensure successful learning.
- Sometimes children use superhero and imaginary weapon play to make sense of what they have viewed and to explore the concepts of power and control. We support this play within the guidelines of this policy including that all children and educators must feel safe at all times.

We Promote Positive Behaviour By

- Providing a safe, well-planned environment that promotes a sense of belonging, trust and respect and enables each child to experience success and to appropriately express feelings.
- Actively supporting children to think about and develop their skills of self-regulation through developing emotional literacy, incorporating sensory and mindfulness techniques and strategies and encouraging children to develop their own unique strategies to remain calm, focused and connected.

- Enabling opportunities for the development of resilience, self-reliance, self-esteem, social and communication skills and protective behaviours.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour.
- Modelling and encouraging children to be actively involved in problem solving, negotiation and conflict resolution, by meeting together and using shared dialogue to resolve problems.
- Valuing children as individuals within their family and cultural context.
- Involving children in developing & thinking about behaviour expectations into the Charter of Rights and Responsibilities.
- Explicit teaching of positive behaviours and play skills, building on each child's strengths and achievements.
- Open communication with families to ensure that each child's behavioural and developmental needs are met.
- While superhero play is an accepted part of children's play, when items linked to violence, such as guns, are included in imaginary play, educators discuss with the children the principles of this policy and encourage the children to think of different ways to enact their play.

We respond to tricky behaviours by:

- Supporting children to reflect on and manage their emotions, recognising that we all have times that our feeling brain and our thinking brain become disconnected.
- Supporting children to problem solve, negotiate and find resolutions.
- Ensuring children understand that we all have the right to feel safe at kindergarten.
- Supporting children to think about how their actions impact on others as they play, and how they link to our values
- Focusing on reinforcement of positive behaviours through providing positive guidance and encouragement.
- Seeking to connect with every child and understand what it is their behavior is communicating.
- Supporting children to use strategies to assist with their self-regulation which may include using a calming space or objects, engaging in activities to assist in sensory regulation or other strategies as appropriate
- Communicating with families to work together positively to assist the child's emotional social learning.
- Reviewing the program and environment to cater for individual needs.
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services.
- If children are at risk of hurting themselves or others it may be necessary to restrain them by physically holding with care and humility and acting in a way that ensures that the rights and dignity of each child will always be maintained. Parents will be informed if this occurs and the circumstances will be discussed with the child at an appropriate opportunity.

We encourage families to speak with us at any time about concerns they may have.

The Clarence Park Community Kindergarten's Behaviour Code 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

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