



Valley View Kindergarten – Behaviour Site Code



Government of South Australia
Department for Education

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

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 well being, 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

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, 'calm chair', 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:
 - Feelings program to develop recognition and an understanding of emotions : that body language, tone of voice, facial expression and the language we use when talking to each other convey these behaviours to others – how to 'read', how the brain responds to situations
 - *The 'You Can Do It' Learning Program* to develop children's understandings related to positive dispositions for learning - confidence, persistence, organisation, getting along and emotional resilience. Puppets are used to personify each foundation. Story scenarios and songs are used in the program to reinforce each foundation area
 - 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
 - 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.

Date of Review: 29/7/2024

Signed: **Chairperson** 

Next Review: 29/7/2025

Director 