



Site behaviour code

At Flinders Children's Centre and Tji Tji Wiltja Preschool we believe:

- Everyone has the right to feel safe all of the time
- Children's learning is most successful when the environment is safe, inclusive, supportive and free from harassment and bullying
- Children learn best when they experience success and have a positive self esteem
- Children need to express emotions such as anger, frustration and distress and may at times need help to express these feelings appropriately
- Behaviour is a form of communication from the child to his/her world
- Children's capacity to choose appropriate behaviours is influenced by their developmental ability, temperament, interactions, life experiences and environmental factors
- Children need to be aware of different expectations in different settings and situations
Expectations must take into consideration children's culture, age, stage of development, life experiences and context of the setting
- Children need time and space to calm down and this will be provided and supported in a caring manner

The behaviours we encourage at Preschool are:

- Respect and caring for others
- Sharing and taking turns
- Being co-operative
- Participating purposefully
- Being friendly
- Listening and responding
- Being helpful
- Following Centre routines and expectations
- Respecting each other's belongings, kindy equipment, furniture and environment

At our Kindy, staff will:

- Model appropriate behaviour
- Reinforce positive behaviour
- Provide opportunities for children to take risks and experience success
- Value children as individuals
- Encourage children to accept responsibility
- Provide opportunities for problem solving
- Help children recognise and express their feelings

- Model appropriate language for apologising and forgiving
- Be fair and understanding
- Be consistent
- Be alert to situations that may develop into inappropriate behaviour

At our Kindy, parents will be encouraged to:

- Model appropriate behaviour
- Interact positively with all children
- Praise and encourage sharing, cooperation, good manners, helpfulness, effort and achievement
- Alert staff of unacceptable behaviour
- Encourage children to discuss the effects and consequences of bullying
- Encourage children to report any incidents of bullying
- Act responsibly to ensure every child and adult's safety

Undesirable behaviours:

- Dangerous actions; running inside, throwing things, climbing on furniture, climbing fences
- Hurting other people; hitting, kicking, pinching, biting, spitting, throwing sand, pushing
- Hurting other people's feelings; name calling, shouting, bullying, swearing, hurtful language
- Intruding in another person's learning environment, physical space or rights or privacy
- Actions which could damage our or each other's belongings, equipment, furniture or environment
- Actions which exclude others from play situations and social interactions

Strategies we minimize undesirable behaviours:

- Model appropriate behaviour
- Explain our expectations
- Offer specific praise and encouragement when positive behaviours are displayed
- Regularly explain the consequences of certain behaviours, including expectations, calming places and the use of calming/regulating techniques.
- Provide sufficient space, resources and challenges for individuals and groups of children to engage in noisy, high energy, quiet and calm activities in appropriate locations and at appropriate times
- Model and encourage the use of appropriate strategies in dealing with intrusion, conflict or threat as well as group entry skills
- Inform parents of our site Behaviour code at the time of enrolment
- Inform all staff of the Site Behaviour code each year through the staff induction process
- Redirect play or the child
- Alert children to the inappropriateness of their behaviour and safety considerations.
- Offer the child the option to modify behaviour and remain at the activity
- Limit access to the play area or item of equipment for a period of time (reduce their choices)
- If the behaviour is repeated in other areas, the child will spend some time away from positive reinforcement of positive attention. Spend some "Time in" with a teacher or staff member.
- We will give the child the opportunity to participate in an activity or use equipment appropriately to give the opportunity for success
- We will always emphasise that it is the behaviour/ action that is unacceptable, not the child

- When unsafe behaviours are repeated, preschool staff will document the behaviour and inform the parent. Staff will then develop a behaviour plan or learning plan in consultation with parents. Preschool Support Services can be accessed at this time
- If a child's behaviour poses a risk to themselves or others, staff will move furniture, remove other children, usher the child to a safe area and if absolutely necessary will safely restrain the child and support them to calm down in a caring way and inform parents/caregivers

Consequences will never include physical, verbal or emotional punishment; that is smacking, slapping, put downs, name calling and a punishment that humiliates, frightens or threatens the child.

What happens when unsafe/unacceptable behaviour occurs?

- If a child behaves inappropriately (e.g. hitting another child) a staff member will talk to the child about the situation; outlining the reason that it should not continue and suggest alternative behaviour.
- If the inappropriate behaviour continues, the child will be reminded of the above discussion and asked to leave the activity and "think about their behaviour." They will then be able to return to the activity, after being reminded again about appropriate behaviour in that situation.
- Where inappropriate behaviour is repeated the staff may provide a safe area for thinking time. Thinking time is carefully managed by staff and includes a staff member debriefing with the child about what has occurred, making sure that the child understands the reasons and process.
- Where an individual child's behaviour is consistently inappropriate staff will discuss alternative strategies with the child's parents and early childhood services if necessary.
- Behaviour plans for individual children, in consultation with families are developed
- Finally, the child is involved in the process to help them develop a further understanding of expectations as well as have ownership of their behaviour

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Chairperson

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