



## O'Halloran Hill Kindergarten Site Behaviour Code

Documented guidelines regarding our Anti-Bullying approach and guidelines for children help to ensure that children, families and staff have a safe environment, consistency and clarity around acceptable behaviour and guidance processes that will be implemented.

### **Behaviour Guidance will enable the child to:**

- See the possible consequences of their actions
- Explore alternative behaviours
- Make choices
- Develop habits of self-control
- Become increasingly independent
- Learn new behaviours.

### **As a staff team we believe that:**

- All children have the right to feel secure and to learn and develop in a psychologically and physically safe, respectful and inclusive environment, free from feelings of bullying and harassment.
- Children have a right to express their feelings and be supported to develop positive behaviours that are the foundation for the development of healthy relationships with their peers and adults.
- Children have the right to be supported by educators who model appropriate behaviours and ensure that consistent limits are set and maintained.
- The consideration of children's individual and contextual needs is crucial to successful learning and development of positive behaviours.
- Family consultation and ongoing communication is valued and parent's individual perspectives are respected.
- Effective communication and learning occurs when families and educators work together to develop shared goals for a child's wellbeing, learning and development.
- No children should be made to feel rejected, insecure, embarrassed or ashamed.
- In guiding children's behavioural learning, we acknowledge that this learning is a complex developmental task with mistakes providing opportunities to support children to develop more appropriate behaviours.

### **As a staff team we promote positive behaviour and interaction by:**

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and maximises opportunities for learning through play.
- Providing an enriching and engaging program that enables each child to experience success, a sense of well-being and gives opportunities to express feeling through sensory, imaginative and other forms of play.
- Planning opportunities for the development of skills including resilience, sense of agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and effective communication.
- Demonstrate empathy and sensitivity to each child, being mindful of the factors that influence behaviour.
- Using positive verbal and non-verbal guidance.
- Interacting positively and respectfully, using positive language and acknowledging and modeling respectful behaviour.
- Involving children in goal setting, developing kindergarten rules/ behavioural expectations and consequences.
- Ensuring that these limits are reasonable and are understood by all or kindergarten community.
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible.
- Embedding the 'You Can Do It' programme within our curriculum which intentionally teaches the dispositions of confidence, getting along, persistence, resilience and organisation.
- Encouraging open communication with families to ensure that each child's rights are met.

**In our kindergarten community behaviour guidance will look like:**

- Working with children to document and display the kindergarten rules (including Red and Green Choices as identified by the children). Share this information with families and remind children of these expectation and limits when needed.
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately using Red and Green Choices collaborative problem solving strategies.
- Using Restorative Justice practices that support children to empathise with others and restore relationships.
- Acknowledging and celebrating children's successes. [Acknowledgement teaches the child to evaluate their own efforts, focusing on the process rather than the outcome and simply describing what the adult has appreciated].
- Withdrawing child/ren when they are at risk of hurting themselves or others, making sure that an adult is with them.
- Assessing individual children's learning and development, seeking and sharing information with families at the earliest opportunity so that we can work together to assist the child's well-being and learning.
- Reflecting on and reviewing our planned environment to ensure that our learning environment supports positive behaviours.
- Staff working collaboratively, supporting one another and being aware of each other's health and well-being needs.
- Include the Site Behaviour Code and the 'You Can Do It' programme as part of the Induction process for all staff and at the Information Session for families.
- Ensure that this policy is reviewed every three years or before if necessary involving consultation with children, staff and families before being ratified by Parent Voice.

Staff will:	Children will be encouraged to:
<ul style="list-style-type: none"> <li>• Model appropriate behaviour</li> <li>• Provide opportunities for children to take risks and experience success</li> <li>• Be positive</li> <li>• Value children as individuals</li> <li>• Encourage children to accept responsibility</li> <li>• Provide opportunities for problem solving</li> <li>• Provide lots of opportunities for talking and asking questions</li> <li>• Help children to recognise their feelings</li> <li>• Help children to handle their feelings</li> <li>• Make learning relevant and manageable for children</li> <li>• Be fair and patient</li> <li>• Be consistent and follow through when managing behaviours</li> <li>• Use language that is understood by each child</li> <li>• If required, offer children a choice between two options, asking them to choose one</li> </ul>	<ul style="list-style-type: none"> <li>• Be safe</li> <li>• Become (appropriately) assertive</li> <li>• Become confident</li> <li>• Be relaxed</li> <li>• Be happy</li> <li>• Share show initiative</li> <li>• Take risks</li> <li>• Solve problems</li> <li>• Communicate effectively - use appropriate language</li> <li>• Express feelings, wants and needs</li> <li>• Work together in a co-operative manner</li> <li>• Respect and care for others</li> <li>• Take responsibility for their own actions</li> <li>• Take responsibility for that they say</li> <li>• Be empowered through making their own choices when asked</li> </ul>