

Behaviour code.

A site behaviour code is a statement of values and expectations in relation to children's behaviour. It also describes the ways in which educators will support and manage children's behaviour.

Overview.

At Le Fevre Kindergarten our vision is to provide an accessible, inclusive play-based quality learning environment, which is safe and stimulating for children and their families, while providing an educational program which empowers individual children to continue developing their life skills with confidence.

At Le Fevre Kindergarten we believe that **all children, parents and staff have a right to feel safe.**

A very important part of our Kindergarten environment is that children develop as happy, responsible and confident individuals who work together co-operatively as members of a group. To be able to develop these skills, children need to learn that within society there are behaviours that are acceptable and behaviours that are not acceptable.

At our Kindergarten we encourage and support managing behaviour in a positive way. We encourage children to

- Care for themselves and keep safe,
- To respect and care for others,
- To care and respect the Kindergarten's equipment and environment,
- To understand that there are consequences for their actions,
- To make choices, decisions and find solutions.

Rules help to respect our rights and to encourage responsibility.

Acceptable Behaviour

Acceptable behaviour that we encourage and model for children include;

- Respecting each other-accepting each person as an individual, their differences, culture and beliefs
- Listening to others – everyone has something valuable to contribute
- Using positive language (having a 'can do' attitude)
- Being co-operative
- Helping each other out
- Taking turns
- Sharing - equipment and materials
- Being friendly
- Participating in activities and experiences

These behaviours provide the foundations to life long learning and teach children to respect, value, understand and care for each other.

Unacceptable Behaviours

Unacceptable behaviours that is not fair to others such as;

- Those which **physically hurt or frighten** others eg Kicking, punching, biting, spitting, pushing and shoving
- Those which are **dangerous** to the children themselves or to others eg throwing equipment, running inside
- Those which hurt or frighten others through **language** eg name calling, insults, put downs
- Those which spoil other's achievement or work eg – deliberately knocking down or ruining other children' s work
- Those which interfere with the routines around the centre such as deliberately disrupting group time/pack up time.

Minimising challenging behaviours

Learning to play appropriately with others takes time. The staff at our Kindergarten uses a range of strategies to minimise unacceptable behaviours.

- We understand that all children are individuals and will have different levels of understanding and have experience different types of rules.
- Some children who have learning difficulties/ delays or disorders may have greater difficulty in coping with frustrations and in learning to behave acceptably and in understanding rules and consequences.
- We believe that staff and parents need to share the responsibility for managing challenging behaviours by being consistent at all times, by creating safe and secure environments for children and by modelling appropriate behaviours.
- Children learn best when they experience success and feel good about themselves but sometimes children do feel angry, frustrated and upset and need some help and support to express their feelings appropriately.

Staff at our centre support positive behaviours by

- Following protective behaviours such as using statements such as ' Stop, I don't like that'
- Explicitly teaching skills to deal with conflict and problem solving Explicitly teaching and providing experiences to develop social skills, fairness and bullying
- Understanding behavioural development
- Being consistent and having high expectations
- Inform children of their behaviours and possible consequences
- Allow children to ask questions and make choices.
- Use visual strategies re expectations and Routines

Should there be continued behavioural issues concerning your child, please do not hesitate to talk to the teaching staff or Director. Please remember to remind and reassure your child that if they are hurt in any way or feel unsafe, they must tell a teacher straight away. Ongoing behavioural issues may require specialist support and we have access to the services of a DECD social worker, special educator and psychologist, all of whom have extensive experience in supporting families to manage their child's behaviour.

Please do not hesitate to ask if you would like to speak to any of these Special services team members – the kindergarten staff are happy to make the link.

When Unacceptable and challenging behaviours occur staff will:

- **Direct other children to move away from the situation.**
- Talk with the individual child (asking the child to stop the behaviour, and telling the child what will happen if they do not stop)
- Offer choices
- Redirect the child to a safe place.
- Ignore the behaviour if it is not dangerous, does not physically or emotionally hurt another person, or is only attention seeking (eg, throwing a tantrum)
- send for assistance from other staff.

If unacceptable behaviour continues or dangerous behaviour has occurred, we will Use time-away

Away time.

There may be times when a child is withdrawn from a play situation for a brief period of time. This may be 'drop down' at the spot, or withdrawal to a quieter area of the Kindergarten.

Children who are in this situation are not left alone. After a quiet period of time, the staff member and the child 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 the short period of time to allow the child to regain self control. '

COMMUNICATION WITH FAMILIES

The staff will ensure that the child's parents are informed of any behavioural issues that occur during the day. This will provide the opportunity for staff and parents to work together to minimise behaviours and encourage positive interactions.

Parents can help to support our center's Behaviour Code by

- joining our Governing Council
- working together with the staff and following consistent strategies at home and at Kindergarten
- being a positive role model

- informing staff of any changes or concerns about your child

Parents should be informed at enrolment of the site's policy on physical restraint with children and staff may be expected to use physical restraint and should access appropriate training.

Some children at our centre have sensory needs and may need to be calmed down when they are frustrated or angry, with gentle massage. This would be discussed with parents of the child and with any specialist staff.

Physical restraint where a child or young person's or adult's safety is threatened.

In extreme cases, a child may need to be physically held for a short period of time to allow the child to regain self control if all non-physical interventions have been exhausted or are impossible in the circumstances and a child is

- attacking another child or adult**
- posing an immediate danger to themselves or others.**

When considering the use of physical restraint educators consider a range of factors including safety of the child and others, the child's age, and developmental level and the occupational health and safety of the staff' (DECS – *Supporting and Managing Children's Behaviour 2004 pg 36*). Physical restraint would be one part of Behaviour Management Plan for a child with challenging behaviour and would be discussed and planned with specialist staff such as Psychologists, the parents and the staff.

Staff are to use physical restraint only as a last resort when someone's safety is clearly threatened. Use of physical force may be permitted to ensure that the employer's duty of care to protect children, young people and staff from foreseeable risks of injury is met.

Staff will not use physical restraint in a situation that they believe by doing so would increase the likelihood of injury to themselves. Staff are not expected to place their own safety at risk in responding to violence or aggression in others and are supported by Workplace, Health and Safety legislation in making this judgement. The use of restraint with a child or young person in situations where the safety of others is threatened is to prevent injury. The restraint must be reasonable in the particular circumstances and must be in proportion to the circumstances of the incident.

When children find it difficult to separate with their parents/caregivers, we work with the parents on appropriate ways of comforting their child.

If children have hurt themselves, first aid and a reassuring non intrusive touch or gesture would be given by a staff member and then the child would be redirected to an activity of their choice.

Le Fevre kindergarten Staff and parents want to ensure that our centre is a place where children feel safe, secure and respected- a place where children, staff and parents work together to maximise children's learning, have fun, take risks and learn through play. This will provide the foundation to successful life-long learning.

References

DECS – *Supporting and Managing Children's Behaviour 2004*

DECD -Protective Practices for staff in their interactions with children and young people – guidelines for staff working or volunteering in education and care settings. 2011

Workplace, health and safety act 2012

West Lakes Kindergarten Code of Behaviour

April 2017