

## Rights

- **Children**

We all have the right to learn and play in a friendly, safe, supportive environment

- **Staff**

We all have the right to teach in a friendly, cooperative, supportive environment

## Responsibilities

We all need to care for ourselves, others, the environment and property. Examples:

- To listen
- To help
- To try our best
- To encourage
- To be polite
- To make time for others
- To share equipment
- To help others belong
- To try to work out problems in a fair way
- To accept differences
- To be honest
- To look after each other
- To try to understand others
- To respect others
- To work and play safely
- To co-operate
- To help others learn
- To ask for help
- To have a go
- To ask for ideas and opinions
- To be on time

## What this means in our Kindergarten

### Staff will:

- Model appropriate behaviour
- Provide opportunities for children to take risks and experience success
- Be positive
- Value and recognise the individual strengths, skills and interests of each child
- Provide opportunities for problem solving
- Provides lots of opportunities to communicate and ask questions
- Help children to recognise and articulate their feelings
- Be fair and patient
- Be consistent and follow through when managing challenging behaviours
- Respect others

### Children will:

- Have role models
- Take risks
- Be relaxed
- Feel respected and happy
- Solve problems
- Become assertive
- Be able to express feelings, wants and needs
- Be able to work in a cooperative manner
- Know limits
- Respect others and take responsibility for their own actions. We use language like "fix it up" or "make it better" and this can be done with words or actions.

## For all children there are agreed acceptable and unacceptable behaviours

### Acceptable behaviour:

- Respecting and caring for others
- Sharing and turn taking
- Being cooperative
- Being polite
- Being friendly
- Listening to others ideas and opinions
- Respecting others work
- Using appropriate language
- Encouraging others to do their best

### Unacceptable behaviour:

- Hitting, kicking, biting, scratching others
- Snatching and pushing in
- Excluding others
- Name calling, teasing
- Upsetting or scaring others
- Ignoring advice
- Deliberately wrecking others work
- Swearing

Bullying and harassment includes the behaviors listed above. In addition, bullying refers to verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Harassment refers to behavior that targets an individual or group due to their identity, race, culture or ethnic origin and offends, humiliates or intimidates them. This kindergarten aims to be safe, inclusive, free from harassment & bullying, and respectful of all. This applies to adults and children.

Rules help to respect our rights and to encourage responsibility.

### Consequences

Consequences for appropriate and inappropriate behaviour are logical. Inappropriate behaviours are talked through to work out solutions and resolutions.

#### Appropriate behaviour:

- On-going positive encouragement and reinforcement

#### Inappropriate behaviour:

- **Redirection to another activity with a staff member if necessary**
- **Calming activities**
- **Repairing any damage caused; "fixing it up"**
- **Discussion and resolution**

#### Persistent disruptive behaviour:

- Children are given time out within the room for a short period of time, this could mean holding a teacher's hand as they walk around
- Children use this time to reflect on what was done, what rule was broken and future behaviours
- After discussion and resolution, there is re-entry into the group
- Explicit teaching of appropriate social skills is used

You may sometimes see staff ignore the behaviour if it is not dangerous. This means the behaviour will not physically or emotionally hurt another person. This behaviour may be attention seeking, for example a tantrum.

### Notes on the use of: "Time Out"

Time out means: Time out of the situation only. In time out, a child is withdrawn from a play situation for a brief period of time (no longer than 2 minutes). This may be 'drop down' at the spot or withdrawal to a quieter area of the kindergarten or standing near by holding an adults hand. Children who are in time out are never left unsupervised.

After a quiet period of 'thinking 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 time out.

Please note that time out is a rarely used behaviour management strategy and is only applied to very specific behaviour (eg kicking, severe hitting, biting). It is used as a strategy within a comprehensive behaviour management plan developed by staff and families for a particular child. It is not a general or random applied strategy.

### Communicating With Families

Staff have an open communication policy with families. Staff will ensure that families are informed of any behavioural issues that occur during the day and we ask that families make a time to talk with their child about the particular incident. We ask that parents do not punish their child for challenging or negative behaviours as there would have already been consequences applied to the behaviour by the staff.



## HALLETT COVE KARRARA KINDERGARTEN SITE BEHAVIOUR CODE

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At Hallett Cove Karrara Kindergarten everybody has rights and responsibilities. We work together to develop responsibilities, rules and consequences which ensure the rights of all are respected.