

McKellar Stewart Kindergarten.

Behaviour Guidance Code.

At McKellar Stewart Kindergarten we encourage the development of resilience, problem solving, independent life skills and attitudes to support children's wellbeing.

We believe:

- A respectful environment facilitates the rights of children and teachers to learn and teach.
- All children have the right to feel secure and to learn and develop in a psychological and physically safe, environment
- Children have a right to express their feelings and to be supported to develop positive behaviors 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 a families individual perspective respected.
- Children have the right to be supported by educators who model appropriate behaviours and consistent expectations.
- A partnership between staff, children and their families is crucial. We share the responsibility for modeling appropriate behaviours and sharing information with each other.
- Behaviour is part of a cycle: We think – we feel – we behave.
- Strategies must consider the needs and wellbeing of all children.
- Early intervention is effective in managing and minimizing the development and long term effects of ongoing challenging behaviours.

Our Core Value is RESPECT:

**WE RESPECT OURSELVES AND OUR BODIES.
WE RESPECT OTHERS.
WE RESPECT OUR ENVIRONMENT.**

- * Children are taught that they have the right to feel safe.
- * Children are taught that other children and staff have the right to feel safe.
- * Children are taught strategies to manage behaviours and resolve conflict.

We promote positive behaviours 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.
- Acknowledging children's positive behaviours and their developing sense of self.
- Providing an enriching and engaging program that enables each child to experience success, a sense of wellbeing and gives opportunities to express feelings through sensory and other forms of play.
- Using positive verbal and nonverbal guidance.
- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour.
- Planning and 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
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible
- Encouraging open two-way communication with families to ensure that each child's rights are met.
- Supporting children to verbalise their needs and feelings and take increasing responsibility for their behavior
- Learning about feelings and emotions and how to keep themselves safe through the Child Protection Curriculum implemented each year.
- Incorporating children's voice in the development of safety agreements in their play play.
- Facilitating the development of resilience, agency and independence.
- Intentional teaching and modelling of strategies to support children's social and emotional learning to negotiate and empathise with others.
- Creating an environment of respect, acceptance and trust toward all members of our community (children, families, staff and community)

We will use Restorative Justice Practices that support children to empathise with others and restore relationships:

- When children need support in their relationships with their peers, restorative strategies help each child to have voice and be listened too.
- It gives children strategies to deal proactively with tensions and conflict without blame or guilt. Educators assist this process by giving all the children involved the opportunity and time to work together to resolve the situation. Questions asked of all children include What happened? How do you feel? What can be done to make it better?
- Children also participate in the development of group agreements in keeping them safe.
- Educators will seek advice from DECD Support services where further strategies are needed to prevent a child from injuring him/herself or others when the above process has not been successful.

Implementation for staff

- Educators will use consistent processes to support children to manage unsafe behaviours.
- All new staff and relief staff will read a copy of the Behaviour Code in the induction folder.
- Individual needs of child/ren re behaviours will be discussed as part of children's Individual Learning Plans at staff meetings.
- All Educators will contribute to the review of the Site Behaviour Code.

Consulting and informing parents

- All new families will be given a copy of the site behaviour code in their information pack.
- Staff will discuss how parents manage behaviour and share behaviour strategies and children's Individual learning Plans.
- Parents will be part of deciding if referral for the professional support of a Child Psychologist would be helpful for child, parents and staff.
- Parents will be given opportunity to contribute to the review of the site behavior code.

This Code has been informed by:

-
- *Supporting and Managing Children's Behaviour – an early Childhood resource DE*
 - *DE Support services.*
 - *Professional Development in Restorative Justice Practices. 2017*
-

Last reviewed 2020