

Dernancourt Kindergarten

Site Behaviour Policy

Rationale:

This policy aims to support the development of positive relationships between children, peers, educators and families.

We believe that everyone has the right to feel safe and secure, to feel a sense of belonging, and to have warm and reciprocal relationships with people they can trust. We believe that children learn best when they feel accepted, included, valued and respected. We believe they learn best when they are treated fairly and consistently. We acknowledge that it is normal for people to experience feelings of being upset, angry, or frustrated. During these times we will help children to deal with their emotions and express themselves appropriately. We support a child's right to make decisions and to have choices. We encourage all children to accept responsibility for their own behaviour and its consequence, and to respond appropriately according to their developmental ability.

We share these responsibilities of creating safe environments for children by modelling appropriate behaviours and providing consistency with parents and caregivers.

Guidelines:

By focusing on the positive rather than the negatives we aim to help all children develop the confidence and skills to:

- Deal with conflicts without hurting each other.
- Recognise their emotions and express them appropriately.
- Feel safe enough to venture out and explore their environment.

This will be achieved by:

1. Indirect Guidance

- A safe, stimulating environment will be provided to allow children to explore and extend their skills.
- A balanced, developmentally appropriate and challenging program will be provided to reduce frustration and conflicts.

2. Direct Guidance

- Realistic, age appropriate guidelines for the children will be set by educators (children and parents may be involved in the setting of guidelines where appropriate).
- These limits relate to health and safety, respect for the environment and others.
- Educators supervise carefully so that most problems can be redirected before they occur.
- Co-operative, helping behaviour will be encouraged.
- The development of problem solving, negotiation and self-help skills will be encouraged.

3. Verbal Guidance

- Clear, positive language will be used to redirect children's behaviour.
- Specific language will be used so that the child is aware which behaviour is being encouraged or rejected.
- The use of the word "harm" is used with the children when referring to choices to be made or already made. Educators use the word "harm" as it encompasses a range of behaviours such as emotions, environment, property and physical well-being.
- An alternate activity will be offered when conflict arises.

4. Emotional Guidance

- Each child's efforts to achieve will be encouraged.
- Utilising the You Can Do It characters, children will be encouraged to develop dispositions such as resilience, getting along skills, persistence, and confidence.
- Educators will acknowledge children's appropriate behaviours to further encourage positive behaviours.
- Children will be accepted and respected without discrimination.
- At no time will physical punishment be used.

Acceptable and unacceptable behaviours:

Viewing children as competent and capable we believe children have a good understanding of what is acceptable behaviour. These behaviours include respecting and caring for others, treating others how you would like to be treated, and valuing each child's right to feel safe. Educators model this behaviour in their interactions with children, families and each other.

Unacceptable behaviour is anything that causes harm, whether this be harmful words that threaten, exclude or abuse, or harm to someone's physical well-being. Harm to property and the environment is also unacceptable.

Communication with families:

Educators will inform families through informal and formal discussions (where required) about their children's behaviour (praise worthy and unacceptable). Educators believe feedback should be delivered with care and respect in a positive and informative way. Communication should focus on strengths as well as areas to develop.

Families should feel free to approach staff if they have any queries or concerns.