St Philip’s Preschool Kindergarten

Behaviour Code

We believe:

- Everyone needs to and has the right to feel safe and secure.
- Behaviour is the expression of how we feel and think.
- A respectful environment facilitates the rights of children and teachers to learn and teach.
- A partnership between staff, children and their families is vital. We share the responsibility for modelling appropriate behaviours and sharing information with each other.
- Early behaviour intervention is effective in preventing and minimizing the development and long term effects of ongoing challenging behaviours.
- Strategies must address the needs of individual children, including those with disabilities, developmental delay, gifted development and children with emotional needs.

<table>
<thead>
<tr>
<th>Encouraged Behaviours</th>
<th>Discouraged Behaviours</th>
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<tbody>
<tr>
<td>Language that encourages others</td>
<td>Name calling, teasing</td>
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<tr>
<td>Actions/words that include others</td>
<td>Excluding others</td>
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<tr>
<td>Giving, sharing and taking turns</td>
<td>Threatening others</td>
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<tr>
<td>Positive attitude</td>
<td>Hitting, kicking, pinching, biting, spitting, touching</td>
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<tr>
<td>Caring and kindness</td>
<td>Throwing objects inappropriately</td>
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<tr>
<td>Safe / constructive play</td>
<td>Disrespecting others’ work or property</td>
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<td>Working together cooperatively</td>
<td>Ignoring others requests</td>
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<td>Taking responsibility for own Behaviour</td>
<td>Avoiding or disrespecting group norms</td>
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<td>Being polite</td>
<td>Manipulating</td>
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<td>Self control</td>
<td>Deliberate withdrawal and refusal to participate</td>
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<tr>
<td>Listening to others</td>
<td>Talking over others</td>
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<tr>
<td>Using appropriate social language</td>
<td>Swearing or aggressive language</td>
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Ways we maximize positive behaviours

- Timetable is designed to allow children long periods of uninterrupted play to explore equipment and the environment.
- Children are encouraged to choose the activities they would like to be involved in.
- Behaviour expectations are continuously reinforced.
- An atmosphere of acceptance, respect and trust is created by treating each member of the community (children, families and staff) as valued individuals.
Ways to minimize challenging behaviours

- A gesture or expression may be a starting point, eg. 'Stop' in sign language.
- Planned ignoring in order to reduce behaviours that are purely attention seeking but not dangerous may be the best strategy to use.
- Verbal warning for children stating clearly the nature of inappropriate behaviour.
- 2nd verbal warning for children learning the limits and redirection to another learning area.
- For non-compliant children a choice of two activities given to aid the child to gain control of actions.
- Thinking time out - removal of child to a thinking space. Thinking space can be any space dependent upon the factors within the circumstances at the time. It is not behind closed doors and can be inside or outside.
  - the child is supervised and is not expected to communicate with other children.
  - When time is up the child is assisted to re-engage in the learning activity.
  - When the child's emotional anxiety is reduced and they are able to think in a more rational manner, discuss the incident acknowledging their thoughts and feelings. Talk with the child about different ways of behaving and / or solving problems by modeling to the child the words and actions they need to use. The child practices these words and actions back to the adult.
  - Find opportunities to give positive reinforcement.

- Please note * As a 'last resort' it is sometimes necessary to restrain and/or redirect a child by holding if they will hurt themselves or another. The staff is trained to do this with care and consideration. Parents will be informed if this is used.
- Educators will seek advice from DECS Support services where strategies such as time out or physical holding are needed.

Informing children
Children will be reminded of limits and guidelines during group times and individually as need arises. We always use 'still learning' rather than 'naughty' to describe the behaviour.

Consulting and informing parents
All new families will be given a copy of the site behaviour code in their information pack.
If children exhibit challenging behaviour staff will discuss behaviour strategies being used with the parent.
Parents will also be informed if time out or restraint and holding to prevent a child hurting themselves or another person has been used.

Informing staff
All new staff, including relief staff, will be given a copy of the Behaviour Code and where necessary the needs of children with challenging behaviour will be discussed to ensure consistency in behaviour management.

How staff can help support the Site Behaviour Code
Be consistent in approach to behaviour management and follow the code.
Discuss concerns about children with behaviour you find challenging.
Contribute to the annual review of the Site Behaviour Code.

Reviewing the Site Behaviour Code
The behaviour code will be reviewed annually or to meet the current, particular needs of a child.