At Berri Community Preschool, we believe that:

*Everyone has the right to feel and be safe all the time at kindergarten.
*Children learn best when they experience success and have positive self esteem.
*Behaviour changes quicker when it is handled in a positive way
*Staff and parents need to share responsibility by:
  - being as consistent as possible
  - creating a safe, secure environment for children
  - modelling appropriate and respectful behaviour
*Behaviour has consequences which increase or decrease choices in life
*Individuals need to accept responsibility for their own behaviour
*All children should feel empowered to stop inappropriate behaviour by saying, “Stop it. I don’t like it”, and / or to seek help from an adult.
*Our preschool is accountable to the parents and community to provide a safe, welcoming and stimulating environment which will enhance the development of children’s life skills and competencies, in which every child and family is valued and respected.
*Children at preschool function at various stages of development, and their behaviours often reflect their verbal communication skills. It is the role of staff and parents to assist children to learn to communicate effectively, and to meet their individual needs. *All children have the right to learn and play in a friendly, safe, supportive environment.
*We recognise that parents are significant educators of the child and acknowledge that a partnership between parents and staff will lead to the most effective learning.
*Consequences for appropriate and inappropriate behaviours will be logical.
*Inappropriate behaviours will be talked through to work out solutions/resolutions.
*Rules help to respect our rights and to encourage responsibility.
*All staff should have the right to teach in a friendly, co-operative, supportive environment.

**At Berri Community Preschool we encourage the following acceptable behaviours:**-

- We respect and care for each other
- We share equipment
- We take turns
- We are co-operative
- We consider other people’s feelings
- We are polite to everyone
- We follow the “5 L’s” of Listening
- We are helpful
- We use appropriate language and actions to express feelings
- We are friendly
- We follow the 3 Kindy Rules:- *We are kind to each other
  , *We share and take turns *We walk inside

(These 3 positive rules have been carefully considered for the following reasons - 3 rules are achievable for children to remember, the rules encompass many of the above behaviours and they keep the children safe.)
*How do we maximize Positive Behaviours at Berri Community Preschool?*

- The Berri Community Preschool will provide a secure, caring and stimulating environment which will encourage children to co-operate, enhance their self esteem, encourage their ability to interact with others and will promote acceptable behaviour.

- Staff will ensure that their communication with children shows respect at all times.
- Staff will use role modelling, explanations, voice intonations and facial expressions as methods to encourage desired behaviours. Shouting and negativity will be avoided at all times.
- Staff will reward positive behaviours with smiles, praise, stickers, facial expressions etc.
- Staff will use observational skills in order to identify potential problems and use methods such as redirection and diversion to either avert or manage situations.
- Staff will, as required, receive training/support to recognise developmentally appropriate behaviours.
- Staff will be trained / supported in strategies for guiding appropriate behaviours and it is expected that they will receive support from parents and management in dealing with difficult behaviours.
- Staff will assist with social skill development by modelling appropriate behaviour, explicitly teaching appropriate behaviour and by providing opportunities for behaviour rehearsal.

*What type of behaviour is not acceptable at Berri Preschool?*

- Hurting others' feelings (name calling, bullying, teasing, destroying what someone has made without their permission)
- Harming others (hitting, biting, spitting, pushing)
- Swearing & inappropriate language
- Running inside
- Gun play
- Endangering self and others
- Disrespect towards others, animals and other people's property (inappropriate throwing, kicking, and shouting)

*How do we minimize challenging behaviours at Berri Community Preschool?*

- We ignore behaviour if it is attention seeking and /or not dangerous.
- When we observe unsafe / unacceptable / aggressive behaviour occurring we will:
  - *remind the child of the right for people to be safe all the time at kindergarten*
  - *give a warning*
  - *offer the options of staying at the activity and changing the behaviour or removing themselves*
  - *redirect the play or the child*
    - When unacceptable behaviours are persistently repeated we will develop a behaviour modification plan for that child in consultation with the parents.
- Children will have access to a quiet area
- Where a child continues to behave in an unacceptable manner, parents/guardians will be consulted and asked to work with the staff and outside agencies (eg Child, Adolescent
Mental Health Service, if appropriate) to ensure positive techniques are consistent and clear, leading to acceptable behaviours. Behaviour guidance in the centre will comply with current relevant legislation and local and departmental policy.

- Limits to behaviour will be clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way, building on each child's strengths and achievements.

- Children will receive a friendly reminder about inappropriate behaviour but where necessary a few minutes away from the group with an adult may be beneficial to the child. It will not be for punishment and will be explained to the child that it is for safety reasons.

- If children consistently display unacceptable behaviour that threatens the health and welfare of themselves, other children or staff:-
  - Staff will record instances/occurrences of unacceptable behaviours clearly indicating date, time, what happened, action taken and signature.
  - Staff will meet to examine records of behaviours against developmental checklists and plan appropriate responses/strategies to ensure consistent relevant management.
  - Reviews will be conducted regularly to assess behaviour modification and progress and reassess strategies.
  - Referrals to appropriate support agencies may be required/recommended at the instigation of either the parents or the staff, this may include assessment by health or educational personnel and the development of a Negotiated Education Plan.

**Responses to inappropriate behaviour will reflect the dignity and rights of the child.**

Kindergarten staff will respond to inappropriate behaviour by:

- Distracting and redirecting children
- Planned early intervention - support time
- Assisting in the development of problem solving and communication skills
- Encouraging and reinforcing appropriate behaviour
- Setting limits where safety is an issue
- Inform parents of strategies
- Redirection to another activity
- Calming activities
- Repairing damage caused
- A consistent approach by parents and kindergarten staff

Where inappropriate behaviour is persistent, **withdrawal from that area** (of either the child, or the rest of the group) will be used.

The guideline for **withdrawal** is one minute for each year of the child’s age.

The **withdrawal** will be in an area where the child can be supervised by a member of staff.
Re-entry from withdrawal will involve staff encouraging and modelling appropriate behaviour for the child to rehearse, to enable the child to participate more effectively in the group and be recognised for his/her success.

- If a child is withdrawn, it will be within the room for a short period of time, (quiet thinking chair) or near the teacher if in the playground.
- Children will reflect on what was done, what rule was broken, and future behaviours
- After counselling, there will be re-entry into the group
- Explicit teaching of social skills will be explicitly taught using eg role play, social stories, songs

*Informing Children:

We accept that:

- All children feel angry, frustrated and upset at times and need help to express their feelings appropriately.
- Children learn from experiences and not just being talked with about what acceptable behaviour looks and feels like.
- Children need to experience and know how to manage negative feelings from other people and they are not always going to “get it right”.
- Remind the child of the right for people to be safe all the time at kindergarten
- Give a warning
- When unacceptable behaviours are persistently repeated we will develop a behaviour modification plan for that child in consultation with the parents.
- Children will always be made aware of the consequences of their action.
- Staff will ensure that appropriate behaviour is acknowledged/commended/celebrated.

Staff will remind children of acceptable behaviours.

- All children and animals will be treated with respect
- All property will be treated with respect
- Children will listen and follow adult directions.

Appropriate behaviours will be recognised and reinforced by:

- Verbal encouragement
- Tangible rewards
- On-going positive feedback/reinforcement
- Stickers, certificates, stamps
- Special activities

*Consulting and informing parents:

- When unacceptable behaviours are persistently repeated we will develop a Behaviour Modification Plan for that child in consultation with the parents.
- Where a child continues to behave in an unacceptable manner, parents/guardians will be consulted and encouraged to work collaboratively with the staff and outside agencies (if appropriate/necessary) to ensure positive techniques are consistent and clear, leading to acceptable behaviours.
• For continued occurrences of inappropriate behaviours a meeting between parents and senior staff will be arranged to discuss concerns, to ensure that there is no conflict between home and centre expectations and to formulate further strategies.

• When we have ongoing concerns about a child’s behaviour or learning, we will invite parents to participate in a joint Child Development Planning process and/or DECS Behaviour Support Staff for assistance with ongoing planning.

*How Parents can help support the Site Behaviour Code:

• Parents will be provided with clear guidelines about acceptable behaviours, involvement in determining appropriate strategies for dealing with poor behaviour, avenues of support for parenting skills as well as non-judgmental communication from staff.

• Parents/adults/visitors/volunteers will refer all behaviour issues to staff.

• Parents/adults are not to approach children to ask them questions about behaviour incidents, try to investigate issues or discipline any one else’s child except their own.

• Parents who wish to discipline their own children will not at any time use any form of corporal punishment or use unacceptable language (eg swearing, humiliating or threatening).

• Agencies (external governmental, departmental, community) that can support staff, parents and the child will be consulted as required.

• As the child nears school entry age discussions will occur re placement and transition to school plan.

• We support the right of any parent who believes our Behaviour Code is not being implemented appropriately to have their grievance addressed. Please refer to Grievance Procedure pamphlet if you feel your concerns are not being addressed.

*Informing staff:

• Staff meets regularly to discuss & monitor behaviour strategies & emerging issues.

• Processes are identified to inform staff of current behaviour issues.

• Clear documentation of behaviour issues is accessible to all staff.

• Staff consistency in the approach to behaviour management is maintained through effective communication processes.

• Staff share T & D information and attend training opportunities.

*How staff can help support the Site behaviour Code.

Staff will:

• Model appropriate behaviour which encourages positive and responsible behaviour in the areas of:
  ▪ socially acceptable behaviours,
  ▪ positive interaction with peers
  ▪ maintenance of a safe and caring environment.

• Provide opportunities for children to take risks and accept that sometimes there are negative outcomes involved in this process

• Respect and value children within the context of the family
• Encourage children to accept responsibility for their own behaviour.
• Clearly explain limits / boundaries to children
• Identify for children where they have “free choice”, “limited choice” and “no choice”.
• Use positive reinforcement, encouraging appropriate behaviour
• Use positive language to reinforce rules (eg “We walk inside” rather than “Don’t run”.)

**Staff will remind children of acceptable behaviours.**

• All children and animals will be treated with respect
• All property will be treated with respect
• Children will listen and follow adult directions.
• Use early intervention to avoid escalation of conflict
• Be consistent and follow through when managing behaviour
• Be fair and patient
• Help children to recognise and express their feelings
• Provide opportunities for problem solving
• Provide opportunities for talking and asking questions
• Give children opportunities to extend their development and build their confidence enabling them to meet new challenges
• Provide access to additional Special Needs support with an adult where possible
• Ensure centre and equipment are safe
• Behaviour Management strategies in the centre will comply with current relevant legislation and local and DECS policy.
• Referrals to appropriate support agencies may be required/recommended at the instigation of either the parents or the staff.
• After the child has been repeatedly requested to respond positively and strategies applied do not result in an improvement in behaviour, the Director may discuss issues such as alternative care, the limiting of attendance etc. giving consideration to the health and safety of other children and staff at the centre. Modifications in attendance will be reviewed on a frequent and regular basis, identified in the Behaviour Plan.
• Incidents of severe and threatening behaviours to the child/ other children/ staff will be officially documented (ED155) and held both on site and forwarded to relevant departments.

**Staff will encourage and support children to:**

• Have their feelings acknowledged and assisted to express and manage them appropriately.
• Settle their differences in a peaceful manner and to engage in age appropriate problem solving.
• Be appropriately assertive
• Feel safe
• Develop confidence in their own ability
• Be happy and positive about themselves and others
• Share equipment, attention and time
• Show initiative
• Take risks
• Problem solve
• Communicate effectively
• Express their feelings, wants and needs appropriately
• Work together cooperatively
• Respect others and equipment
• Take responsibility for their own actions

*Reviewing the Site Behaviour Code:
• This policy was developed in consultation with parents and staff and was approved by Governing Council in November 2005.
• The most recent review was undertaken in April 2015.
• NEXT REVIEW DUE: April 2016

*Initial consultation originated from the Riverland Director's Group which conducted a District Parent Survey. Final consultation included Governing Councils and Staff members.