

# Bertram Hawker Kindergarten

## Behaviour Code



### WE BELIEVE

Revised Sep 2018

- Restorative Practices enable children to empathise with others, collaborate and restore relationships. See our Restorative Practices Brochure in the enrolment package and on our website.
- Everyone has the right to learn in a safe, respectful, inclusive environment.
- Behaviour is a form of communication.
- Children have a right to be supported to recognize, manage and learn from their behaviours and express their emotions in positive, non-threatening and productive ways.
- The most effective learning occurs when families and staff work together to develop common learning outcomes.
- Consideration and respect for children's individual developmental and contextual needs are crucial to successful learning.
- Sometimes children use superhero and imaginary weapon play to make sense of what they have viewed and to explore the concepts of power and control.
- Adults can guide children's play and assist children to think about concepts of power and self-control as they learn to negotiate, find resolutions and manage emotions appropriately.
- It is unacceptable to play in a way that hurts others physically or emotionally.

### We promote positive behaviour by:

- Providing a safe, well-planned environment that promotes a sense of belonging, trust and respect.
- Providing an enriching program that enables each child to experience success and to appropriately express feelings.
- Enabling opportunities for the development of resilience, social and communication skills and protective behaviours.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour.
- Modelling and encouraging children to be actively involved in problem solving, negotiation and conflict resolution.
- Valuing children as individuals within their family and cultural context.
- Involving children in developing & thinking about behaviour expectations.
- Explicit teaching of positive behaviours and play skills, building on each child's strengths and achievements.
- Open communication with families to ensure that each child's behavioural and developmental needs are met.
- Parents and children are encouraged not to bring toys linked to violence, like toy guns, to kindergarten.

### We respond to challenging behaviours by:

- Ensuring children understand that we all have the right to feel safe at kindergarten. This is central to the Child Protection curriculum and the Early Years Learning Framework
- Focussing on reinforcement of positive behaviours.
- Reminding children of the agreed behaviour expectations.
- Supporting children to problem solve, negotiate, find resolutions and manage emotions.
- Supporting children to think about how their actions impact on others as they play, including superhero play.
- Informing parents if their child is having difficulty developing self-control.
- Communicating with families to work together positively to assist the child's emotional social learning.
- Reviewing the program and environment to cater for individual needs.
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services.
- If children are at risk of hurting themselves or others it may be necessary to restrain them by physically holding with care and humility. Parents will be informed if this occurs.