



# MADGE SEXTON KINDERGARTEN

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

## Policy 15: Interactions with children: Site Behaviour Code

### Rationale

Relationships of trust are strengthened when interactions with children are warm and responsive. All staff are guided by a variety of learning frameworks to ensure children are safe – physically and psychologically, equitable, engaging, purposeful and meaningful for the child. Learning Frameworks include *The Early Years Learning Framework – Belonging, Being and Becoming, Reflect, Respect, Relate and Kidsmatter – an Australian Early Childhood Mental Health Initiative.*

The behaviour management beliefs and practices at Madge Sexton Kindergarten contribute to the safe and positive environment provided for all children. To successfully implement this policy it is important that parents/caregivers, staff and children work together in an honest and cooperative manner and promote open communication at all times.

### STATEMENTS OF COMMITMENT AT MADGE SEXTON KINDERGARTEN

Staff and children aim to consistently:

- Provide a caring, sharing, safe and healthy learning environment for all
- Encourage self-discipline and awareness of behaviours.
- Respect individual worth and needs
- Listen and talk to each other
- Respond to the needs of others
- Care for each other and our families
- Talk and problem solve
- Encourage cooperation
- Take responsibility for our actions

Examples of acceptable and unacceptable behaviour at our preschool:

ACCEPTABLE	UNACCEPTABLE
Respecting and caring for others	Physical hurting others – hitting, biting, pinching, kicking
Sharing, taking turns, participating in activities	Snatching, pushing, throwing things
Being cooperative / helping	Not sharing / avoiding responsibilities i.e. packing away
Polite / Manners	Swearing, spitting
Walking inside / under verandah	Running inside / under verandah
Climbing on climbing equipment	Climbing on kindergarten fences / gates
Being friendly	Taking other people's property
Using appropriate social language	Bullying /verbal abuse
Listening / contributing at group time	Disturbing others at group time

Parents & staff believe that children learn best in a safe, caring & positive learning environment where their skills & abilities are valued.

**At no time will staff use physical punishment, put downs or intimidation to discipline children.**

## STRATEGIES/CONSEQUENCES

When children demonstrate inappropriate, uncooperative behaviours, staff will intervene using the following steps:

- Remind the child(ren) about “rules”, “expectations” and acceptable behaviours
- If the inappropriate behaviour continues then either distract child(ren) and/or redirect
- Sit and talk to child(ren)
- Reflection Time. The child is directed to a safe space to reflect on unsafe behaviour. (no more than 4 minutes)
- Time in. This is where the teacher will hold the child’s arms across the child’s chest, whilst in the teacher’s lap. This technique is used ONLY when the child becomes physical in an unsafe manner to themselves or another person

STAFF WILL ENSURE THAT STRATEGIES/CONSEQUENCES ARE CONSISTENT TO ALL CHILDREN.

- If a child continues to behave inappropriately staff will speak to parents and discuss strategies.
- At times it may be deemed necessary for staff and / or families to seek assistance of specialist staff.
- At all times, when children demonstrate appropriate and positive behavior, children will be praised and encouraged.

Sourced: The Early Years Learning Framework; Reflect, Respect Relate tool; Kidsmatter components; The DECD website: [www.decd.sa.gov.au](http://www.decd.sa.gov.au) and the ACECQA web page: [www.acecqa.gov.au](http://www.acecqa.gov.au) . Reviewed July 2012

**Endorsed by Staff and Governing Council September 2015**

**To be reviewed: September 2017**