



**Cumberland Pre-School Kindergarten**  
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**Government of South Australia**  
 Department for Education

## BEHAVIOUR GUIDANCE CODE

### QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

#### Background

Documented guidelines regarding behaviour and guidance for children help ensure that children, families and educators have a safe environment, and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

#### Principles

This policy and procedure has been developed based on the following principles:

As a staff team we believe:

- It is important that Cumberland Kindergarten is a friendly, welcoming and caring environment where everybody is treated with respect
- Everyone at kindergarten has the right to feel safe and valued
- Staff expectations will reflect children's individual needs and development
- The well-being of children is our primary focus
- A positive environment and approach is the most effective in supporting the development of acceptable behaviour
- Consequences for any inappropriate behaviour must respect the dignity and rights of the child

Examples of appropriate and inappropriate behaviour at our preschool:

Appropriate	Inappropriate
Including others in your game/activity	Excluding others from play/bullying
Using friendly words	Using unfriendly words/verbal abuse
Taking turns and sharing	Not sharing
Returning equipment to appropriate places after use	Snatching, pushing, throwing things
Helping at pack up time	Avoiding responsibilities, eg. packing away
Participating in group time activities	Disturbing others at group time
Listening to others	Physically hurting others – hitting, biting, pinching, kicking
Walking inside	Running inside
Being safe – hats on outside, stay on verandah if no teacher outside	Damaging equipment or someone's belongings

#### Scope

This policy and procedure applies to all staff, parents and site visitors

#### Context

DfE Disability Policy and Programs  
 National Quality Standards and Regulations  
 Regulation 168 (2) (a) (i)  
 National Quality Standard 5.1

## PROCEDURE

Educator's responses to inappropriate behaviour will depend on the nature and /or frequency of the behaviour, the age and maturity of the child and the length of time the child has been at the centre. Educators will respond to the behaviour promptly to ensure safety and wellbeing of children and to provide the best opportunity for children to understand the consequences for inappropriate behaviour.

Educators have a duty of care that requires them to:

- Supervise children so that they can learn the rules and practices designed for their own safety and that of others
- Design and implement appropriate programs and procedures to ensure the safety of children
- Warn children about dangerous situations or practices
- Ensure that the premises and equipment are safe

As a staff team we promote positive behaviour and interactions by:

- Ensuring a physically and psychologically safe environment for all
- Bully free environment
- Providing a responsive, developmentally appropriate curriculum to promote healthy self-confidence as well as a sense of belonging and self-worth
- Encouraging children's efforts to behave positively and appropriately
- Modelling and acknowledging behaviour that demonstrates consideration and respect for others
- Working in partnership with parents to provide consistent practices at kindergarten and home
- Offering choices and explaining the rationale behind limits
- Using redirection/distraction and early intervention to try to avoid confrontation or escalation of conflict
- Teaching social, communication and problem solving skills
- Using recognised programs/approaches to teach children to evaluate and monitor behaviour
- Ensuring that children understand the link between behaviour and consequences
- Using accompanied 'thinking time' for dangerous or seriously unacceptable behaviour
- Seeking further advice and support for any dangerous or seriously unacceptable behaviour that persists

We believe that everyone has the right to feel safe all of the time. We accept that we all can feel angry, frustrated and upset at times, and that children in particular need help to express these feelings appropriately. As we are dealing with 3 to 5 year old children in our kindergarten there is bound to be situations of conflict that needs to be resolved.

Bullying will not be tolerated, children will be counselled and parents informed if any bullying does occur.

What the children can do:

- Children who find themselves in a conflict situation with another child will be encouraged to tell the other child what the problem is. In many cases a simple "Stop, I don't like ....." diffuses the situation
- If the children are having difficulty they will be encouraged to seek staff assistance to help them state their needs to the other child and help the other child to listen and respond

As educators of your children:

- We believe praise, encouragement, modelling and recognition of appropriate behaviours are the foundation for promoting appropriate behaviour
- Staff will use “teachable moments” plus explicit programming to develop the kindergarten rules with the children and also their social development and protective behaviour skills (“Stop I don’t like it”)
- Where a child behaves inappropriately they will be given a warning
- If the behaviour is repeated the child will be redirected to another activity
- If the behaviour is repeated again the child will be asked to have time away from play supported by a staff member to “think about their behaviour”. They will then be able to return to the activity, supported by staff
- Where an individual child’s behaviour is consistently inappropriate staff will discuss alternative strategies with parents and Early Childhood Support Services if necessary

As parents you can help by:

- Having a realistic view of what young children are capable of
- Maintaining an open and honest relationship with staff
- Being aware of our Behaviour Guidance Code
- Encouraging your child’s conflict resolution skills, eg. self help strategies (Stop I don’t like it) talking through their problems and helping them to deal with their emotions
- Supporting the staff to address other children’s behaviour, as it is not appropriate for a parent to deal with someone else’s child
- If you have concerns about bullying please speak to a staff member to raise your concern

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