

ASCOT PARK KINDERGARTEN

NUMBER: 4

SITE BEHAVIOUR CODE

GUIDING PRINCIPLES

Everyone at Ascot Park kindergarten has a right to:

- Feel safe and valued

Therefore we have a responsibility to:

- Treat others the way you would like to be treated.

At Ascot Park Kindergarten we:

- Show respect for ourselves and for other people.
- Show respect for all property (both our own and others).
- Work and behave co-operatively at all times
- Behave in a safe manner.
- Accept the consequences of our own actions.

ESSENTIAL ELEMENTS

Fundamentally behaviour management does not exist in isolation in learning environments.

Successful behavior management is dependent upon:

- The development of positive self-concepts
- Recognition of the importance of play in children's learning
- A co-operative home/school approach
- Positive and constructive teacher/child relationships
- Teachers modelling what they expect using a consistent approach as a staff team
- Teachers providing opportunities for explicit teaching appropriate behaviours and play skills.

RIGHTS OF STUDENTS AND STAFF

We all have the right to:

- A safe and secure environment in which to work and play.
- Be shown respect and consideration from others at all times.

RESPONSIBILITIES OF STUDENTS AND STAFF:

We all have the responsibility to:

- Help create a safe and secure learning environment.
- To show respect and consideration to others.
- Encourage and acknowledge appropriate behaviour.
- Participate in teaching and learning programs that promote appropriate behaviour e.g. brainstorming centre rules, social skills programs, identifying & expressing feelings, using visual tools to support understandings.

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EXPECTATIONS OF BEHAVIOUR AND CONSEQUENCES

It is important to be clear about 4 areas:

1. Expectations of appropriate behaviour
2. Consequences for appropriate behaviour
3. Identification of inappropriate behaviour
4. Consequences of inappropriate behaviour

As more emphasis is given to areas 1 and 2, less will need to be given to areas 3 and 4.

Appropriate Behaviour (some examples)	Consequences for Appropriate Behaviour
<ul style="list-style-type: none"> • Include others in your game, activities. • Use appropriate and acceptable language. • Have good manners and behave courteously. • Take turns, share equipment and offer help. • Return equipment to appropriate places after use e.g. puzzles and books onto shelves, smocks on hooks, texts in containers. • Participate at packing-up times. • Use care when playing with equipment to prevent damage. • Care for trees and plants in the outdoor play area. • Use bins for rubbish. • Hang up paintings, bags, place collage, woodwork on table/shelves, to avoid clutter. • Participate in group/mat-time activities. • Listen to other people • Use appropriate voices when participating inside or during quiet group activities. • Walk inside the building. • Be aware of others play spaces-play without disrupting others. • Use equipment in an appropriate manner. • Always sit down while eating. • Remain inside if all teachers are inside. • Wear a hat outdoors 	<ul style="list-style-type: none"> • Non-verbal encouragement and recognition-wink, smile, nod, thumbs up, pat on the back. • Verbal encouragement and recognition-well done, I liked the way you...., thanks for helping me with....., great sharing, good on you for caring for your friend, nice asking, what a good friend. • Positive reinforcement: special jobs, choices of songs, games, certificates. • Acknowledgement of effort to other children, staff, parents.

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Staff response to inappropriate behaviour will depend on the seriousness 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.

Inappropriate Behaviour (some examples)	Consequences for Inappropriate Behaviours
<ul style="list-style-type: none"> • Engaging in violent acts towards others e.g. hitting, kicking, punching, pushing. • Using racist, sexist language. • Excluding others from your play and activities. • Interrupting others at group time. • Vandalising Kindergarten grounds and equipment. • Not participating at packing-up times. • Not sharing equipment, or waiting until others have finished. • Talking while others are speaking. • Not participating at group/mat-times. • Shouting or using a loud voice while indoors or in quiet group times. • Disrupting others and not allowing others a reasonable play space. • Running inside the building or around corners. • Holding sticks, woodwork, pine bark while running or climbing. • Going outside when no teacher is outside. • Not wearing a hat outside. 	<ul style="list-style-type: none"> • Reminding child about the rule. • Questioning child. • Adult giving alternative suggestions for more appropriate behaviour. • Child may be removed from activity for a brief period and may return when they can use appropriate behaviour. • Child may be redirected to another activity or area. • Child may be given “Time-out”. Under adult supervision child sits in a prescribed space for a period of time to think about their behaviour. After discussion with adult child may: <ul style="list-style-type: none"> ○ Re-join group or activity ○ Be prevented from participating in that activity for remainder of session. ○ Director speaks to Parents if child persistently uses inappropriate behaviour. <p>Individual Behaviour Management agreement may be established.</p>

Resolution of Conflict through a Personal Approach.

Children are encouraged to solve their own problems. Steps in this process can be, child:

- Ignores it.
- Asks the person to stop the practice- “Stop it, I don’t like it.”
- Asks someone to help arbitrate. This may be a friend or adult.
- Adult seeks explanation – both points of view – adult models appropriate language and behaviour child may use.

Adults must ensure that:

- The child’s concerns have been adequately dealt with.
- Consequences for inappropriate behaviour are then followed through.

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