Plympton South Kindergarten Interactions with Children Procedure

The Plympton South Kindergarten Behaviour Code has been created to provide a safe, secure and supportive environment in which children are successful in learning appropriate behaviours.

The behaviours we encourage in children at the Plympton South Kindergarten:

- That everyone will be treated with respect at all times.
- To care for their own and others’ belongings and each other.
- To understand there are consequences for all behaviours.
- Children are encouraged to use the ‘Stop it I don’t like it’ approach.
- Forming positive relationships outside their family contact.
- Realistic expectations of themselves and others.
- Verbal and non-verbal ways to express their needs and feelings.
- Cooperation, Listening, Sharing.
- Using appropriate social language and actions.

Ways we maximise positive behaviour at the Plympton South Kindergarten include:

- Children will be given the opportunities to practice appropriate behaviours (during play and through role play situations).
- Staff will model verbal and non-verbal behaviours that are appropriate.
- Protective behaviours are taught on a regular basis.
- Children are actively involved in the development of the centre’s behaviour expectations and consequences.
- Providing a range of quiet and active activities (following individual children’s learning needs and interests).
- Adequate amount of free play is provided during each session and plenty of warning given for upcoming transition times.
- Praise the Positives (verbally and sticker chart).
- Be consistent and follow through when managing behaviours.
- Support children to achieve appropriate behaviours.

The behaviours which are not acceptable or appropriate at the Plympton South Kindergarten are:

- Bullying
- Swearing
- Aggressive behaviours. E.g. hitting, kicking, pinching and pushing others.
- Verbal abuse
- Harm to property
- Spitting and Biting
- Non-compliance when not safe
Ways we minimise challenging behaviour at Plympton South Kindergarten include:

- Children are supervised at all times.
- Staff will work together with a consistent approach.
- Staff will provide the children with a well-planned program that meets individual children’s and group needs. A program that considers children's interests and takes into account the gender, race and cultural backgrounds of all children.
- Children that consistently display challenging behaviours will be referred to the Departments Childhood Psychologist.
- Staff will be fair and patient.
- Staff will be consistent with following up inappropriate behaviours and subsequent consequences.
- Focus will be placed on positive behaviours (praise, encouragement, positives chart).

Description of centre consequences for inappropriate behaviour:

*Please note that Individual Behaviour Plans may be developed for individual children depending on their needs and development.

When unacceptable behaviour is displayed the following strategies need to be considered:

- Be short, direct and clear and specific language when making requests.
- Include words, such as ‘now’ or ‘when you have finished that’, to give a time frame
- Make it clear that they will do as they are asked before doing something they want to do.
- Use 2 pronged choices i.e. “We need to come in now. Would you like to come by yourself or hold my hand?” When offered a choice a NO response will not be accepted. Use a firm but friendly tone if the request is non-negotiable.

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<tr>
<th>Consequence</th>
<th>Student Responsibility</th>
<th>Teacher Responsibility</th>
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<tbody>
<tr>
<td>Non Verbal Cues</td>
<td>Practice and change the Behaviour</td>
<td>To tell the student; model the appropriate behaviour</td>
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<td>Reminder</td>
<td>Child to change behaviour. Practice appropriate behaviour.</td>
<td>Visual Cues may be used.</td>
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<tr>
<td>Thinking Chair</td>
<td>To go and sit on the thinking chair</td>
<td>Remind the student of the appropriate behaviour and the rule broken.</td>
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<td>Reflect on the behaviour/rule and what they need to change</td>
<td>Eg “It is not safe to be swinging that stick around”</td>
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<td>Thinking time depending on age 2-4 minutes</td>
<td>Encourage the child to reflect on the consequences of his/her actions.</td>
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<td>Alternative actions which would be socially acceptable will be discussed.</td>
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<td>Staff will inform family of the situation and discuss ways of working together to support the child in a consistent and positive manner.</td>
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<td>All thinking time needs to be documented in the daily diary.</td>
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<td>Children are not to be left alone. Only staff, not volunteers or students will carry it out.</td>
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Created July 2010
Reviewed April 2012 Signed:________________ (Director) ________________ (Governing Council Chairperson)