



Orroroo Kindergarten
West Terrace
Orroroo, SA. 5431
Phone: (08) 8658 1008
Fax: (08) 8658 1355

E-mail: ros.bowman624@schools.sa.edu.au

Behaviour Guidance /Anti Bullying Policy

Review date:
Feb 2016

From our philosophy:

Staff, families and community working together, to provide a safe, creative, play based learning environment, which maximises *all* children's potential to develop positive life skills.

With the belief that:

- ❖ **Children are supported - when there are strong links of communication between their families, staff, DECD and the broader community and they work together to achieve their goals.**
- ❖ **Children have security in a safe, caring environment.**
- ❖ **Children are part of an inclusive centre where staff and programs support children to become successful learners; confident and creative individuals and active and informed citizens**

Behaviour has consequences, which increase or reduce choices in life.

Individuals must accept responsibility for their own behaviour according to their stage of development.

At our centre we will work together to create a learning environment which is safe, inclusive, conducive to learning and free from harassment and bullying.

Responses to inappropriate student behaviour will involve staff, student and family in a partnership, which will focus on student success and support for students in a crisis, while reinforcing the rights of other students to learn and teachers to teach in safety and without disruption.

To provide a high quality service we need to have *a consistent, positive approach to behaviour management*, which accounts for the needs of individual children and the well being of the larger group of children.

We believe:

- All individuals need to be treated with respect at all times.
- Individuals choose their own behaviour to meet their needs within a group.
- Families, staff, other significant adults and peer behaviour influences children's choices.
- Behaviour has consequences.

- Individuals must accept responsibility for their own behaviour, according to their developmental ability.

We will endeavour to provide a safe, caring, well-planned environment in which expectations of children's behaviour are expressed positively and explicitly, and are developmentally appropriate.

- Staff members are obliged to take reasonable care to protect children from foreseeable risk of injury as their 'duty of care'.
- Special Service staff of Children's Services should provide professional advice to staff and provide Directors with clear information on what action may be needed to ensure that the needs of the child and safety of the other children are observed.
- For information on the use of medication for behaviour control e.g. ADHS refer to Children's Services Health Care Guidelines.

Our centre will endeavour to give children the opportunity to develop:

- Positive relationships outside their family contact
- A greater awareness and realistic expectations of themselves and others.
- The use of appropriate verbal and non verbal ways to express their needs and feelings
- Effective listening skills
- A positive self concept through experiences which foster
 - Self image
 - Self acceptance
 - Independence
 - A sense of empowerment
 - Self discipline
 - Confidence
 - A sense of fun
 - Protective behaviour skills
 - A positive attitude to self and others
 - A positive attitude towards learning
 - The ability to cope with new situations
 - A positive attitude to gender, culture, ability, age and beliefs.

Children will be given the opportunity to develop a sense of responsibility for others and the environment by demonstrating an awareness of the need to care for others and the environment.

Staff will encourage children to be confident in their use of language and the ability to comprehend and communicate effectively.

Our centre's environment will be child centered and adult supported, physically and emotionally safe, with high levels of interaction between child/child, staff/child, and child /environment.

- To help create this friendly environment, we will have no shouting, no running inside and no physical/verbal bullying.
- Children will be encouraged to develop good entry and exit skills, cooperation, verbal resolutions to conflict situations and to show tolerance towards others, staff members and property.
- Staff members will provide positive role models.

Unacceptable behaviour will be dealt with by:

- Children negotiating verbally their feelings and rights
- Staff interaction encouraging fairness and patience
- Removal of child from the hostile situation through diversion.
- Create new interest area for the child by redirection
- Teacher and children discussion of appropriate ways to solve problems
- When developmentally aware
 - Encourage child to reflect on the consequences of his/her actions and how the other child feels.
 - Alternative action which would be socially acceptable
 - Staff will inform family of situation and discuss ways of working together to support the child in a consistent and positive manner.

Referenced to:

DECS Administrative Instructions and Guidelines - Student Matters
 DECS Supporting and managing children's behaviour 2004

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 Director Ros Bowman
 Ororoo Kindergarten

Policy endorsed by Governing Council / /20

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