



Thorndon Park Kindergarten

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Behaviour Code of Conduct Policy

Rationale

Thorndon Park Kindergarten places great value on safety, respect and harmony. A respectful environment facilitates the rights of children and teachers to learn and to teach.

The Centre supports the education, care and wellbeing of children by working in partnerships with families and partnering agencies. A partnership between staff, children and their families is crucial. We share the responsibility for modelling appropriate behaviours and sharing relevant information with each other.

The Code of Conduct has been developed to enhance the relationships between all within the Kindergarten.

Overriding considerations to this policy

All adults working with the children are legally bound under the Child Protection Act 19. To respond to abuse and neglect of children.

NQS: 2.2 Safety. Each child is protected.

NQS: 7.1.2 Management Systems. Systems are in place to manage risk and enable the effective management and operation of a quality service.

DOCUMENT CONTROL

Managed by:

Thorndon Park Kindergarten

Approved by:

Governing Council

Review Date: May 2018

Next Review: May 2020

Ratified by Governing Council on May 7th May, 2018

1. TITLE

2. Behaviour Code of Conduct Policy

3. PURPOSE

To ensure that children, families and staff have a safe environment, and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

4. SCOPE

The following people are expected to behave in a respectful manner and comply with this code of conduct:

- Employees of the Department for Education and Child Development
- Governing Council Members
- All service providers visiting the Centre
- Children
- Parents/carers of Children
- Volunteers working within the Centre
- All others involved with the Centre

To ensure that everyone is aware of their responsibilities, families and staff will be given a copy of the site behaviour code at the beginning of their time at kindy. All other services will have access to the policy in the site policies folder.

5. POLICY DETAILS

Be Respectful

We are respectful of ourselves and other people. We are respectful of the ideas and feelings of others. We are respectful of the environment, equipment and other materials.

Be Safe

We work, learn and play safely to help keep ourselves and others from getting hurt.

Be Cooperative

We solve our problems by talking and listening to each other respectfully to find a solution. When we cannot solve a problem ourselves, we ask for help.

Be Supportive of Learning

We are open to our learning and the learning of others

We understand that at times children may display inappropriate behaviour for a variety of reasons. The developmental capabilities of each child will always be considered when determining both expectations for behaviour and consequences of inappropriate behaviour. All children, parents, staff and others involved in the Centre must use email, electronic devices and the Internet according to DECD policies. This protects people's privacy and the confidentiality of information.

We actively strive to create an environment that supports the health, safety and wellbeing of the children by:

- Having realistic and developmentally appropriate expectations for behaviour.
- Planning for a providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play.
- Setting up the environment and materials to encourage appropriate behaviour and reduce potential for inappropriate behaviour.
- Planning a program based on children's interests and developmental needs.
- Establishing consistent yet flexible schedules and routines that help children gain trust, security and self-control.
- Using positive verbal and nonverbal guidance
- Regularly reflecting on children's wellbeing and strategies to support positive behaviours.
- Informing relief staff of behaviour codes and where necessary the needs of individual children to ensure consistent behaviour management.

We create a positive environment for children, parents, staff and others involved in the Centre by:

- Developing positive relationships, including making time to talk and listen.
- Establishing clear, consistent, simple limits.
- Working together to solve problems.
- Modelling and encouraging appropriate behaviour.
- Providing adult learning opportunities and programs.
- Providing family services to assist families to make changes.
- Providing information for staff regarding DECD Employee Assistant Programs.

The following behaviours by children, staff, parents and others involved in the Kindergarten are unacceptable:

- All forms of bullying (physical, verbal, emotional, social or cyber bullying), including comments, actions, or visual displays that are intentional, hurtful and repetitive.
- Harassment, including behaviour that degrades, demeans, humiliates or embarrasses someone that a reasonable person would know is unwelcome.
- All forms of abuse (sexual, physical or psychological), including verbally, in writing or otherwise discrimination against any person or group because of their race, colour, ancestry, nationality or place of origin, ethnic background, religion, age, sex, gender-determined characteristics, sexual orientation, marital and family status, source of income, political belief, and physical or mental disability.
- Actions that put another person at risk of harm, including violent physical acts (with or without a weapon) and threatening someone.

We will consistently respond to inappropriate behaviour by children, parents, staff and others involved in the Kindergarten by:

- Informing people of expectations (children, families, staff, visitors).
- Reminding people of expectations and limits.
- Using a respectful approach to explain why a behaviour is inappropriate and what behaviour is expected.
- Talking only about the behaviour, not labelling the person.
- Responding sympathetically and acknowledging feelings.
- Establishing natural, logical consequences.
- Provision of information regarding additional support services.
- Facilitate pathways to access additional services as needed.

Depending on the severity and frequency of the behaviour, we will consider further steps such as:

- Having a formal or informal meeting to discuss concerns and to develop an action plan to encourage appropriate behaviour.
- Make a formal complaint if the behaviour involves discrimination or harassment.

In extreme cases, we will take additional steps such as:

- Initiation disciplinary processes against a staff member.
- Suspending or withdrawing services because of a child's or family member's inappropriate behaviour.
- In the case of a visitor or volunteer not allowing the person not to return to the Preschool.
- Contacting the police if the behaviour is illegal such as abuse, assault or threatening another person.
- Withdrawing from partnerships agreements with agencies.

If there is an immediate issue, in which a child is putting themselves, staff, adults or other children in danger, we will:

- Withdraw (separate) the child from other (ensuring an adult is with them at all times).
- Contact the family/families involved, before having a meeting to discuss concerns and to develop a plan to encourage appropriate behaviour.
- Should it be warranted (as assessed by the Director or other educator in charge), the incident will be recorded through IRMS.

If there is an immediate threat towards a child or adult, from an adult, we will:

- Ask the person to leave the site
- Ring the Police
- Should it be warranted (as assessed by the Director or other educator in charge), the incident will be recorded through IRMS.
- Deal with the person, through relevant disciplinary process (staff, families, volunteers).

6. MONITORING, EVALUATION AND REVIEW

Oversight:	Director of Thorndon Park Kindergarten
Implementation:	All Educators
Monitoring:	Thorndon Park Kindergarten Educators

Policy Implementation – 2012. Updated: 2015, 2018.
Current Policy Ratified – 7th May 2018