

Rights

- **Children**

We all have the right to learn and play in a friendly, safe, supportive environment

Staff

We all have the right to teach in a friendly, cooperative, supportive environment

Responsibilities

We all need to care for ourselves, others, the environment and property. Examples:

- To listen
- To help
- To try our best
- To encourage
- To be polite
- To make time for others
- To share equipment
- To help others belong
- To try to work out problems in a fair way
- To accept differences
- To be honest
- To look after each other
- To try to understand others
- To respect others
- To work and play safely
- To co-operate
- To help others learn
- To ask for help
- To have a go
- To ask for ideas and opinions
- To be on time

What this means in our Kindergarten

Staff will:

- Model appropriate behaviour
- Provide opportunities for children to take risks and experience success
- Be positive
- Value and recognise the individual strengths, skills and interests of each child
- Provide opportunities for problem solving
- Provides lots of opportunities to communicate and ask questions
- Help children to recognise and articulate their feelings
- Be fair and patient
- Be consistent and follow through when managing challenging behaviours
- Respect others

Children will:

- Have role models
- Take risks
- Be relaxed
- Feel respected and happy
- Solve problems
- Become assertive
- Be able to express feelings, wants and needs
- Be able to work in a cooperative manner
- Know limits
- Respect others and take responsibility for their own actions

For all children there are agreed acceptable and unacceptable behaviours

Acceptable behaviour:

- Respecting and caring for others
- Sharing and turn taking
- Being cooperative
- Being polite
- Being friendly
- Listening to others ideas and opinions
- Respecting others work
- Using appropriate language
- Encouraging others to do their best

Unacceptable behaviour:

- Hitting and kicking others
- Snatching and pushing in
- Being belligerent
- Name calling
- Upsetting or scaring others
- Ignoring advice
- Deliberately wrecking others work
- Swearing
- Bullying / harassing

**At Aberfoyle Park Campus Preschool everybody has rights and responsibilities.
We work together to develop responsibilities, rules and consequences which ensure the rights of all are respected.**

Rules help to respect our rights and to encourage responsibility.

Consequences

Consequences for appropriate and inappropriate behaviour are logical. Inappropriate behaviours are talked through to work out solutions and resolutions.

Appropriate behaviour:

- On-going positive encouragement and reinforcement

Inappropriate behaviour:

- **Redirection to another activity**
- **Calming activities**
- **Repairing any damage caused**
- **Discussion and resolution**

Persistent disruptive behaviour:

- Children are given time out within the room for a short period of time, this could mean holding a teacher's hand as they walk around
- Children use this time to reflect on what was done, what rule was broken and future behaviours
- After discussion and resolution, there is re-entry into the group
- Explicit teaching of appropriate social skills is used

You may sometimes see staff ignore the behaviour if it is not dangerous. This means the behaviour will not physically or emotionally hurt another person. This behaviour may be attention seeking, for example a tantrum.

Notes on the use of:

"Time Out"

In time out, a child is withdrawn from a play situation for a brief period of time (no longer than 2 minutes). This may be 'drop down' at the spot or withdrawal to a quieter area of the kindergarten. Children who are in time out are never left unsupervised. After a quiet period of 'thinking time' the staff member and the child will discuss what has happened and decide on a more appropriate way to play and interact with others. Positive reinforcement of appropriate social play is a critical conclusion to the process of time out.

Please note that time out is a rarely used behaviour management strategy and is only applied to very specific behaviour (eg kicking, severe hitting, biting). It is used as a strategy within a comprehensive behaviour management plan developed by staff and families for a particular child. It is not a general or random applied strategy.

Communicating With Families

Staff have an open communication policy with families. Staff will ensure that families are informed of any behavioural issues that occur during the day and we ask that families make a time to talk with their child about the particular incident. We ask that parents do not punish their child for challenging or negative behaviours as there would have already been consequences applied to the behaviour by the staff.

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**SITE BEHAVIOUR
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