We believe that everyone has the right to be safe all the time. Children learn best when they experience success and have a positive self-esteem.

We believe that consistency and partnerships with parents are important in promoting acceptable behaviour. Staff and parents need to share this responsibility, creating a safe and secure environment and modelling appropriate behaviours at all times.

We accept that children may feel upset, frustrated and angry at times and we will support them in expressing these feelings appropriately.

We understand that children at kindergarten are still learning how to communicate and behave appropriately and that some children will need more support than others to learn these skills.

At kindergarten children will be encouraged to:

- be safe
- be happy
- demonstrate emotional resilience (express feelings, wants and needs)
- be confident (take risks, try new things)
- make good choices
- share and take turns
- solve problems
- communicate effectively
- be tolerant
- get along with others
- respect others
- take responsibility for their own actions

**ACCEPTABLE BEHAVIOUR:**

- Respecting and caring for others
- Being polite/using manners
- Being co-operative; sharing and taking turns
- Being friendly
- Following instructions
- Helping
- Listening (5 L’s)
- Using appropriate social language and actions (e.g. “stop, I don’t like that”, “making good choices”).
- Participating appropriately in activities
- Valuing other people’s property (including something they have made or built)
- Caring for our animals, garden and equipment
- Walking inside the building.

To promote acceptable behaviour we will:

- Model appropriate behaviour.
- Have fun and be positive.
- Be consistent in our approach to behaviour management.
- Encourage and support families to promote acceptable behaviour.
- Support the individual child and their specific learning needs (which may include the use of Negotiated Behaviour Plans).
- Implement “You Can Do It” program in the curriculum (see leaflet).
- Help children recognise and manage their feelings.
- Support children to develop skills to self-regulate their behaviour.
- Use visual prompts and sensory aides.
- Make learning relevant and manageable for all children.
- Discuss with children the appropriate ways to behave at kindergarten (with regard to a child’s individual learning needs).
- Ensure that children are being acknowledged when they make positive choices in managing their behaviour.
**UNACCEPTABLE BEHAVIOUR:**
- Any/all actions that harm another person (physically and emotionally).
- Disrupting other people’s learning.
- Playing unsafely with equipment.
- Transferring any object into a weapon.
- Climbing furniture/fences/gates.
- Damaging our garden.
- Running inside the building.
- Destruction of property.
- Graffiti.
- Self-harm.
- Emotional behaviours:
  - Verbal abuse
  - Threats
  - Bullying
  - Racial taunts
  - Yelling and screaming at others
  - Swearing
  - Name calling
  - Speaking unkindly or rudely, teasing.

To minimise unacceptable behaviour we will:
- Give positive feedback for acceptable behaviour.
- Use visuals prompts.
- Redirect disruptive behaviour.
- Offer choices/give warnings.
- Discuss a child’s unacceptable behaviour and warn of consequences.
- Redirect to a safe place for persistent unacceptable behaviour.
- Redirect to a safe place for any child who physically/intentionally hurts another child or staff member.
- Remove other children away from the child demonstrating inappropriate behaviour (invacuate/evacuate).
- Staff will only use physical restraint when all non-physical interventions have been exhausted and the child is attacking another child or adult or posing an immediate danger to themselves or others.
- Staff to document inappropriate behaviours and/or physical restraint.
- Discuss with parents any concerns about their child’s behaviour to promote a consistent approach.
- Be consistent and follow through when managing behaviours.
- Be fair and patient.
- Value children as individuals.
- Support the individual child and their specific learning needs (which may include the use of Negotiated Behaviour Plans).

**References:**
- Protective practices for staff in their interactions with children and young people: Guidelines for staff working or volunteering in education and care settings, Department of Education and Children’s Services, Catholic Education South Australia, and Association of Independent Schools of South Australia, 2011.

Reviewed: 1st June 2016
Endorsed: 22nd June 2016
To be reviewed: 2018