

The Pines School Based Preschool

Site Behaviour Code

Children come to preschool from a variety of social and cultural backgrounds, with different learning needs and different support needs. Children come with a range of knowledge, values, experiences and behaviours.

At this Preschool we believe that everyone has the right to learn in an environment which is caring, engaging, safe and secure and where families and staff work together to develop common goals for the children's well being, learning and development.

Children learn best when they feel valued, respected, supported and have a sense of belonging and ownership.

Our behaviour code and associated expectations are consistent, age appropriate, cater for individual understanding and „involve children contributing to fair decision making about matters that affect them“(Early Years Learning Framework)

We acknowledge that children sometimes feel angry, frustrated and upset at times and need help to express feelings appropriately.

At the Preschool we therefore-

1. Value children as individuals and respect and value the cultural and social diversity of children and their families
2. Teach children to take responsibilities for themselves and others
3. Explicitly teach and model appropriate behaviours
4. We believe that children have a right to express their feelings and to be supported to develop positive behaviours that will support the development of friendships and the development of appropriate relationships with adults.
5. Provide opportunities and time with the children for discussions about appropriate behaviour, problem solving and alternative behaviour and supplying children with tools to react appropriately in different situations
6. Help children to recognise and express their feelings in an appropriate manner
7. Celebrate success
8. Making learning relevant and manageable for individual children.
9. Assist children to resolve conflict. In many cases a simple “Stop I don't like it....” diffuses the situation.

10. Teach and develop resilience skills e.g. coping with change and challenges, manage conflict and being positive and optimistic.
11. Staff consistently work alongside children to model appropriate behaviours and discuss consequences of behaviours as they occur.

Acceptable Behaviours



At this Preschool we like to focus on the positive and therefore promote, encourage and reinforce the following „acceptable behaviours“

- Recognising and acting on the difference required in behaviour for inside play and outside play. E.g. walking inside
- Listening to others
- Playing cooperatively and sharing
- Using appropriate social skills e.g. names, manners
- Focussing and completing activities
- Showing an awareness of others
- Showing interest, care and empathy for all living things
- Showing respect of our environment and equipment
- Remaining calm and talking about problems
- Seeking help
- Being positive, having fun and enjoying the Kindergarten experience

Unacceptable Behaviours



Behaviours which are not acceptable at The Pines are those that are dangerous, those that physically or emotionally hurt others, or interfere with others“ learning:

- Bullying/harassment: physical or verbal

- Physical aggression, hitting, kicking, spitting, pushing, biting
- Swearing
- Disrupting group and individual activities
- Harming/damaging property
- Using equipment inappropriately
- Unsafe play, throwing sand at another child
- Running inside the building
- Pinching
- Loud inappropriate indoor play
- Verbal abuse
- Threats
- Taunts
- Yelling and screaming (directed at an individual)
- Name calling

What happens when unsafe/unacceptable behaviour occurs?



- If a child behaves inappropriately (e.g. throwing sand) a staff member will talk to the child about the situation; outlining the reason that it should not continue and suggest alternative behaviour.
- If the inappropriate behaviour continues the child will be reminded of the above discussion and asked to leave the activity and “think about their behaviour.” They will then be able to return to the
- activity, after being reminded again about appropriate behaviour in that situation.
- Where an inappropriate behaviour is repeated the staff may provide a safe area for „thinking time”. Thinking time is carefully managed by staff and includes a staff member „debriefing with the child about what has occurred, making sure that the child understands the reasons and process.
- Where an individual child“s” behaviour is consistently inappropriate staff will discuss alternative strategies with the child“s parents and

Early Childhood Support Services if necessary.

- Behaviour plans for individual children, in consultation with families are developed

- Finally, the child is involved in the process to help them develop a further understanding of expectations as well as have ownership of their behaviour

Involving Children



It is important that children are involved in the process so that they understand the reason for codes of conduct and therefore learn to be part of the social groups at the centre.

They can then actively contribute where appropriate in setting boundaries and negotiating agreed values and codes of behaviours, to ensure a safe and supportive learning environment.

- Discussions about safe and unsafe behaviours
- Documenting agreed consequences for unsafe/safe behaviours
- Encouraging and supporting children to model appropriate behaviours for their peers.

o Involving Families



- Parents will be made aware of this policy upon enrolment of their child at the centre
- Staff will regularly communicate positive behaviours to parents
- Staff will organise a time with parents when children are consistently disregarding rules or extreme behaviours to work together and develop strategies to develop appropriate behaviours.

“Children show an increasing capacity to understand, self regulate and manage their emotions in ways that reflect the feelings and needs of others”

Early Years Learning Framework

Ratified by Governing Council on 7th September 2012