Behaviour Guidance Code

Documented guidelines regarding behaviour and guidance for children help ensure that children, families and staff have a safe environment, and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

As a staff team we believe

All children have the right to

- feel secure and to learn and develop in a psychological and physically safe, environment
- to express their feelings
- to be supported to develop positive behaviours that underpin the development of relationships with peers and adults
- right to be supported by educators who model appropriate behaviours and ensure consistent limits are set

No child should be made to feel rejected, insecure, embarrassed or ashamed

Communication with Families is essential

Effective communication and learning occurs when families and educators work together to develop common goals for a child’s wellbeing, learning and development.

That the consideration of children’s individual, and contextual needs are crucial to successful learning and the development of positive behaviours

That family consultation is valued and their individual perspectives respected

As a staff team we promote positive behaviour and interactions by

Planning

Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play

Ensuring that limits set are reasonable and understood by all children and adults

Providing an enriching and engaging program that enables each child to experience success, a sense of wellbeing and gives opportunities to express feelings through sensory and other forms of play

Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.

Intentional teaching of appropriate behaviours and play skills, building on each child’s strengths and achievements and providing opportunities to make safe choices when possible
Modelling good practice
Using positive verbal and nonverbal guidance
Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
Interacting positively, using positive language and acknowledging and modelling respectful behaviour

Respecting children and families knowledge, values and beliefs
Valuing children as individuals within their family and cultural context
Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences
Encouraging open two way communication with families to ensure that each child’s rights are met

We will respond to challenging behaviours by:

Modelling and verbalising expectations
Reminding children of expectations and limits and the reasons for these
Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately
Using Restorative Justice practices that support children to empathise with others and restore relationships

Relationships and communication with families
Communicating with and involving families at the earliest opportunity to work together positively to assist the child’s wellbeing and learning
Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services

Supporting all children to participate in our program
Assessing individual children’s learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours
Being aware of our limitations and seeking assistance when required
Withdraw children when they are at risk of hurting themselves or others, ensuring that an adult is supervising them all the time

Concluding statement
This policy has been developed by the Governing Council, and will be reviewed and evaluated regularly by both Staff and Governing Council and modified as required to ensure continued relevance for the Centre.
This policy was endorsed by the Governing Council on _____/_____/_____

Director__________________________________Chairperson _______________________