

Behaviour Code

Purpose

Children's behaviour is a form of communication and is purposeful. Children's capacity to choose appropriate behavior is influenced by their temperament, interactions, life experiences and environmental factors.

1. Golden Grove Kindergarten will provide a safe, secure and supportive environment in which children are successful in learning appropriate behaviours
2. Golden Grove Kindergarten educators will use a positive approach to behavior management that takes into account child and contextual factors
3. Educators work in partnership with families to support children's learning needs
4. Challenging behaviours are addressed in a timely and appropriate manner.

This policy aligns with the DECD Supporting and managing children's behavior : An early childhood resources (2004).

This policy meets the requirements of the Regulations within the National Quality Standard (Quality Area 5.2.2 – Interactions with children policy)

This policy reflects a focus on the relationship with children.

Children have the right :

- To express their feelings and to be supported to develop positive behaviours that underpin the development of positive relationships with peers and adults
- To be supported by educators who model appropriate behaviours and ensure consistent expectations are maintained and implemented
- No child should be made to feel rejected, insecure, embarrassed or ashamed

Families are able to support our Behaviour Code when they:

- Share their ideas and experiences about children's behavior
- Discuss concerns with staff at the earliest possible opportunity
- Are invited to participate in open two way communication with families to ensure that each child's rights are met

Educators will

- Have a knowledge of the variety of factors which influence behaviour
- Interact positively using positive language and non-verbal guidance (ie. signing, pictures, gestures) and acknowledging and modeling respectful behaviours.
- Always make professional judgements which values the relationship with the child when working to maximize children's positive behaviours
- Planning for and providing an active learning environment, enabling every child to experience success which promotes a sense of belonging, being, becoming and provides enhanced opportunities to express feelings and learning through sensory and other forms of play
- Intentional teaching for the development of skills and competencies, including resilience, communication agency, play entry and exit skill, appropriate risk taking, conflict resolution, independence, leadership, respect and care for others and belongings.
- Support children to problem solve, negotiate, find solutions and manage behaviours appropriately using a range of strategies.
- When children are at risk of hurting themselves or others, withdraw other children away, create spaces for children to choose to calm down and ensuring adult support. Refer to the guidelines of restraint in "Protective Practices" when making professional judgements on how to ensure all children's safety
- Assessing individual and groups of children's learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours
- Planning, implementing, monitoring and reviewing individual learning plans in partnership with families and support services
- Involve families in effective consultation and communication, working with families to develop common goals for a child's well being, learning and development.
- Communicating with and involving families at the earliest opportunity to work together positively to assist the children's wellbeing and learning.