



Interactions with Children, including Behaviour Code

Rationale

From birth, children begin to explore how the social world works. Exploring and learning to manage feelings, behaviour, rights and responsibilities is a complex process.

Educators play an important role in supporting children to regulate their own behaviour. Positive, respectful daily interactions with children can support them to learn about interdependence and to become considerate citizens.

These relationships provide a solid foundation from which to guide and support children as they develop self-confidence and skills to manage their own behaviour, make decisions and relate positively and effectively to others.

(ACECQA, 2018)

Our values:

Staff and Governing Council aim to maintain a caring, inclusive and pleasant learning and care environment for all children and adults by imbedding the Centre's core *Values - Play. Learning. Fun. Family* - into daily practice, decision-making and interactions with the HBK community.

Our Philosophy Statement:

As Governing Council, Staff and Families of the Hamley Bridge Kindergarten

We believe:

- Children develop learning dispositions such as confidence, curiosity and cooperation through a play based curriculum
- That families are children's first and most important teachers
- All children have the right to feel safe, secure and happy

Therefore, we will:

- Provide a range of inviting activities that acknowledge the children's strengths, needs and voice and encourage children to explore, learn and grow
- Work in partnership with families and the wider community as we value the diversity and skills that they bring to the centre
- Provide a welcoming, safe and supportive environment that demonstrates a connection between home and Kindergarten

Interactions with Children - policy and procedure

- Centre Policies and Procedures and Educator practice is guided by the Centre's Vision, Values and Philosophy Statements.
- *Protective Practices for staff in their interactions with children and young people. Guidelines for staff working or volunteering in education and care settings*, the Early Childhood Australia and The SA Public Sector Code of Ethics provide a sound foundation to guide educator practice.



Early Childhood Australia Code of Ethics:

- *is intended for use by all early childhood professionals working with or on behalf of children and families in early childhood setting*
- *states the protection and wellbeing of children is paramount. Therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility*
- *considers the following values and processes as central : respect, democracy, honesty, integrity, justice, courage, inclusivity, social responsiveness, cultural responsiveness, education.*

The SA Public Sector Code of Ethics:

- *exists to support public sector employees, including people who are employed under the Children's Services Act, Education Act, or the Public Sector Act in their professional activities and personal conduct.*
- *provides a guide that defines standards of behaviour and the values that underpin them. These are prescribed as Professional Conduct Standards*
- *these values are the foundation of ethical behaviour in the public sector: Democratic values, Service, respect and courtesy, Honesty and integrity, Accountability, Professional conduct standards.*
- *Professional Conduct Standards are: Courteous Behaviour, Public Comment, Handling Official Information, Criminal Offences, Use of Government/ Public Resources, Conflicts of Interest, Outside Employment, Acceptance of Gifts and Benefits Reporting Unethical Behaviour.*

Hamley Bridge kindergarten Behaviour Code – Strategies, Practices and Procedures:

Policy Statement:

- We accept that children feel angry, frustrated and upset at times, and need to express these feelings appropriately.
- Educators and parents need to share responsibility, being consistent at all times, creating a safe, secure environment for all children, and modelling appropriate behaviours.
- Whilst on the premises, parents/carers will abide by the Centre's Behaviour Code, especially if they discipline their child. Under no circumstances should they discipline other children. If parents see inappropriate behaviour they may ask the person to 'stop' and MUST inform an educator immediately so that it can be dealt with.
- All parents/carers will be notified of this code.



To support positive behaviour Educators will:

- Value children as individuals.
- Form strong responsive relationships with children.
- Be kind and respectful when talking to/about children.
- Provide adequate supervision at all times.
- Support children as they learn to respect and care for themselves, other people and the environment.
- Set, explain and teach clear and consistent expectations daily.
- Be positive, fair and patient.
- Teach and support children to learn appropriate strategies to resolve conflict to use when dealing with intrusion, conflict or threat
- Be consistent and follow through when supporting children to co and self-regulate.
- Encourage, teach and support children to be responsible for their own actions, to learn to make good choices and be aware of the consequences of their behaviours.
- Provide opportunities for problem solving.
- Encourage, support and teach children to identify their feelings and the feelings of their peers and respond appropriately.
- Model appropriate behaviour, language and problem solving strategies.
- Be aware that all behaviour is a form of communication and positive behaviour is a skill that is developed through age appropriate strategies.
- Recognise and show appreciation for appropriate behaviours and build on each child's strengths and achievements.
- Ensure that our strategies are developmentally and age appropriate for individual children.
- Reflect on our practices to ensure best practice is always being used.

In order to support children during times of challenging behaviours educators will:

- Stay calm and connect with the child, guiding and supporting them directly and with kindness.
- Let the child know they understand how they are feeling and will stay with them through their 'big' emotions. This sends the child the message they are safe, secure and supported during the challenging time.
- Once the child has calmed, reassure them, help them to name their feelings and to identify the feeling that prompted the challenging behaviour.
- Support the child to recognise how their behaviours affect those around them.
- Support the child to reengage in the play experience or redirect to another play experience.
- Support the child to reconnect with their peers.
- Observe record and reflect on what is occurring for the child before, during and after times of challenging behaviours to develop an understanding of what is happening for the child and provide strategies to support the child to feel safe and secure.
- If extreme challenging behaviours persist and the child is unable to co-regulate/self-regulate 'big' emotions parents may be called to collect their child and take their child home.
- When challenging behaviours are repeated a plan will be developed in consultation with the child's parents/caregivers and when possible the child themselves and involving support services when necessary.



- When supporting a child through challenging behaviours it is essential that language educators use is positive, encourages perspective taking and target the behaviour rather than the child.
- When educators are supporting children through challenging behaviours, it is imperative that educators respond mindfully and calmly.

Children's Daily Routines:

- Daily Routines support children's wellbeing as they know what to expect and how to behave. They support children to be independent participants and have a sense of agency. They have ownership of their learning and care environment.
- Current routines are displayed in the Kindergarten and may be subject to change based on educator decisions, children's interest and needs or external factors such as weather conditions or special events. They act as a guideline for the day.

National Quality Standard:

QA5 5.1 Respectful and equitable relationships are developed and maintained with each child.

QA5 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

National Regulations:

Regs 155 Interactions with Children

156 Relationships in groups

Early Years Learning Framework:

LO: 1 Children have a strong sense of Identity.

LO: 2 Children are connected with and contribute to their world.

LO: 3 Children have a strong sense of wellbeing.

Policy Created

Term 3, 2019

Policy review due:

Term 3, 2021

Approval Signature:



Government of South Australia

Department for Education and
Child Development