

# Behaviour Guidance Code

*Documented guidelines regarding behaviour and guidance for children to ensure a safe environment, implemented guideline measures.*

Quality Area 2 – Children’s Health & Safety

Quality Area 5 – Relationships with Children

We believe:

**As a staff team the following:**

- All children have a right to feel secure, to learn and develop intellectually, physically, socially, and emotionally in a safe environment.
- Children have a right to express their feelings, be supported to develop positive behaviours in relationships between their peers and adults.
- Effective communication and learning occurs when families and educators work together to develop common goals for a child’s wellbeing, learning and development.
- That communicating with families and their children is a first priority when children’s behaviours are not appropriate within the Preschool environment.
- Children have the 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, ashamed or neglected.
- Staff will access Professional Development in order to understand and respond to challenging behaviours based on current research.

**As a staff team, we promote positive behaviour and interactions by:**

- Providing and planning an environment that promotes a sense of belonging and wellbeing, where opportunities are enhanced in learning through play.
- Ensuring that limits which are set are reasonable and understood by all children and adults.
- Providing an enriching, engaging program for each child to experience success, a sense of wellbeing and gives opportunities to express feelings through sensory and other forms of play.
- Using verbal and non-verbal language / visual resources.
- Developing individual behaviour plans in consultation with families to promote a consistent approach by staff when managing challenging behaviours.
- Involve children and families in goal setting and behavioural expectations.
- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
- Planning opportunities for the development of skills including resilience, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- Modelling positive interaction, language and respectful behaviour.
- Valuing and appreciating children’s cultural and family context and creating a safe, supportive environment where they feel comfortable to share this.
- Intentional teaching of appropriate behaviours and play skills, building on each child’s strengths and achievements and providing choices when possible.
- Encouraging two way communications with families to ensure that each child’s rights are met.

**We will respond to challenging behaviours (including “bullying” behaviours) by:**

- 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
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child’s wellbeing and learning, this may include a modified program / shorter days for children
- If challenging behaviour is frequent then a phone call or family meeting will occur to plan for future strategies
- If challenging behaviour is ongoing then staff will seek support from Student Services and develop an individualised behaviour plan in consultation with the family
- 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.
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time.
- Access IESP funding to support the child

**What is Bullying and Harassment?**

- Bullying and harassment are the deliberate and repeated actions towards others which involve the misuse of power.

**Date Reviewed: 24<sup>th</sup> October 2022**

**Date Approved: 4<sup>th</sup> November 2022**