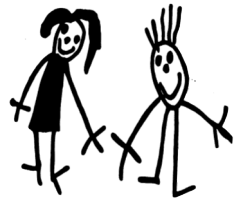




Highbury Preschool

46 Beckman Avenue, HIGHBURY SA 5089
Or by post: PO Box 28 HOPE VALLEY SA 5090
Phone: 8263 3281 Fax: 8395 3524



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 safe and secure and to learn and develop in a emotionally and physically safe environment.
- Children have a right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with 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 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.
- 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 or ashamed.

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

- 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.
- Using positive verbal and non verbal guidance, including listening to children and role modelling respectful responses to their communication.
- Demonstrating empathy and sensitivity to each child, being mindful of the variety of factors that influence behaviour and understanding that behaviour is communication.
- Planning enabling opportunities for the development of skills including resilience, play entry and exit skills, appropriate risk taking, conflict resolution, independence, leadership, respect for others and verbal communication.
- Following/implementing the Child Protection Curriculum, including the implementation of the 'You can do it!' Social Competence Program.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour.
- Valuing children as individuals within their family and cultural context.
- Involving children in developing group agreements and in the development of behavioural expectations and consequences. We refer to these as agreements.
- Intentionally teaching appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible.
- Encouraging open two way communication with families to ensure that each child's rights are met.
- Agree to general and specific consequences if necessary, as a staff team, to maintain consistency for the children.

We will respond to challenging behaviours by:

- Reminding children of agreements and limits and the reasons for these.
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately and safely.
- Communicating with and involving families at the earliest opportunity to work together with a common understanding to positively assist the child's wellbeing and learning.
- Assessing individual 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 behaviour plans in partnership with families and support services where required.
- Being aware of our limitations and seeking assistance when required.
- Move children to safe spaces when they are at risk of hurting themselves or others, ensuring that an Educator is with them all the time.

Reviewed January 2017

Next review: January 2019