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 'PLAY IS OUR WORK'

BEHAVIOUR CODE POLICY (INCLUDING ANTI-BULLYING PRACTICES)

Policy Statement

- Children at preschool/child care are learning to express feelings such as anger and frustration appropriately.
- Staff and parents/caregivers share responsibility for creating a safe, secure environment and consistently modelling appropriate behaviours.
- Whilst on the premises, parents/caregivers will observe the Behaviour Code when addressing their child's behaviour. Under no circumstances should parents/caregivers discipline other children.
- All parents/caregivers will be notified of this policy.

Rationale

- Everyone has the right to feel safe at our centre.
- Children learn most effectively when they experience success in a supportive environment which fosters the development of respectful relationships, co-operation with others and empathy.

Strategies, Practices and Procedures

ACCEPTABLE BEHAVIOUR EXAMPLES	UNACCEPTABLE BEHAVIOUR EXAMPLES
Respecting and caring for others	Swearing
Sharing and taking turns	Teasing / name calling
Being cooperative	Speaking unkindly or rudely
Participating in activities	Excluding other children
Being friendly	Climbing fences
Listening	Running inside the building
Helping	Destruction of property (including plants)
Using appropriate social language and actions	Violent games using toy / imaginary weapons (violent games and toy weapons are frightening for some children)
Valuing other people's property (including something they have made or built)	Physical violence including hitting / pushing, kicking, hair pulling, pinching, throwing sand, biting
Walking inside the building	

Educators will use the following strategies to support children to develop skills and understandings in relation to empathy, fairness, self-regulation and cooperation:

- Provide opportunities for children to develop concepts of fairness, justice and inclusion within the curriculum.
- Set clear and consistent rules/limits suitable for the age group.
- Clearly state positive behaviour expectations when addressing inappropriate behaviour, e.g. "Please walk inside".
- Give reasons why the behaviour is inappropriate, e.g. it might be unsafe or unfair/upsetting to others.
- Be available to children when they report inappropriate behaviour (i.e. follow up concerns rather than dismissing them).
- Help children learn to recognise and express their feelings in an appropriate way.
- Help children realise the consequences of their behaviour, e.g. having them help if they have hurt someone.
- Help children solve their problems by offering possible solutions to conflict.
- Redirect or change the play environment to make play safer and explain and discuss these changes with the children.
- Give specific feedback about co-operative behavior, self-regulation and managing conflict.
- Model appropriate behaviour and positive interactions with colleagues.
- Use books/songs/games/puppets/ TV characters that promote acceptable behaviour.
- Provide opportunities for children to calm down, e.g. in a quiet space, sitting with an adult or doing something they enjoy on their own (such as painting, going on the swing or looking at a book) when they have experienced anger, frustration or fear.
- Discuss behaviour goals and strategies with parents.
- Communicate clearly with colleagues about current behaviour management strategies (including letting a colleague know when a child has been encouraged to choose an alternative playspace).

NO FORM OF CORPORAL PUNISHMENT OR LANGUAGE WHICH DEMEANS OR BELITTLES CHILDREN WILL BE TOLERATED AT THE CENTRE.

In the case of serious, dangerous, unusual, prolonged problematic or highly disruptive behaviour, educators will:

- Look for reasons for the behavior by talking to parents, colleagues and the child.
- Use home strategies for helping the child manage his/her behaviour if these are working.
- Focus on maintaining or building a secure relationship with the child and his/her family.
- Consider making referrals to Preschool Support, CaFS, GP (for paediatrician referral) or Community Health.
- Consider providing a 1:1 ratio for the child.
- Look for triggers that could be eliminated, avoided or changed.
- Reflect on the learning environment by asking questions such as:
 - Is the program challenging and based on the child's interests?
 - Do activities include "provocations" to stimulate curiosity and engagement?
 - Is the environment set up attractively to invite play and exploration?
 - Are educators spending time talking to children, extending their thinking, supporting co-operative interactions and resourcing children's play?
 - Does the child have to wait too long for a turn (is there sufficient equipment available)?
 - Are group times too long for the child?
 - Are indoor and outdoor play offered simultaneously all the time?

- Communicate with colleagues at staff meetings or team meetings in order to promote a consistent, supportive approach.

In the case of serious behaviour causing trauma (physical or emotional) to another child, other children or staff, educators will inform families of all children involved about what happened, how educators responded and future planned action/s if applicable.

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Approval Signatures:

Governing Council Chairperson

Director