

Behaviour Code of Conduct

incorporating

Interactions with Children

RATIONALE

Lake Windemere B-7 Children's Centre believes each child has the right to be safe. Our Centre provides an environment which supports the education, care and wellbeing of all children 0-8 by working in partnership with families, Carers and the community.

Our Centre recognises families as the child's first educators and the importance of the parent's role in the early development of young children's lives.

The Code of Conduct has been developed to enhance the relationships between all Centre users.

All adults working with children are legally bound under the Child Protection Act 1993 to respond to the abuse and neglect of children

DOCUMENT CONTROL

Managed by: Director Lake Windemere B-7 Children's Centre	Approved by: Governing Council
Multidisciplinary team of Lake Windemere B-7 Children's Centre	Date approved: 2/11/16
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1.0 TITLE

Behaviour Code of Conduct incorporating Interactions with Children

2.0 PURPOSE

To ensure children, families, Carers and staff have a safe environment and there is consistency and clarity in regards to acceptable behaviour and guidance measures that will be implemented throughout the Centre

Our Centre incorporates the primary goals of **28.4.2016—Children's Protection Act 1993** Contents **3—Objects** (1) The primary object of this Act is to:

- keep children safe from harm
- to ensure as far as practicable that all children are cared for in a way that allows them to reach their full potential; and
- to recognise the importance of families to children and promote caring attitudes and responses towards children among families and all sections of the community so that the need for appropriate nurture, care and protection (including protection of the child's cultural identity) is understood, risks to a child's wellbeing are quickly identified, and any necessary support, protection or care is promptly provided.

3.0 SCOPE

The following people are expected to adhere to this policy and demonstrate respectful interactions:

- Children
- Parents/Carers
- Employees of the Department of Education and Child Development
- Service providers delivering programs or services at the Centre
- Service providers visiting the Centre
- Governing Council members
- Volunteers and visitors using the Children's Centre
- All other people visiting or involved in the Centre

4.0 POLICY DETAILS

Lake Windemere B-7 School incorporating the Lake Windemere Children's Centre has four articulated values Respects, Care, Learning and Fun.

Care

We care about all Centre users. We work, learn and play in ways which consider how our actions affect ourselves and others.

Respect

- We are respectful of ourselves and other people. We are respectful of the ideas, beliefs and feelings of others.
- We are respectful of the environment, equipment, resources and materials in the Centre.
- Family collaboration and partnerships are valued and their individual perspectives respected.
- Effective communication and learning occurs when families and educators work together to develop common goals for the child's wellbeing, learning and development.

Learning

- We work together to learn how to play, learn and work with each other.
- When problems occur we talk and listen to each other to find a solution. If we cannot find a solution we ask others for help.
- We understand at times children may display inappropriate behaviour for a variety of reasons. The developmental capabilities and individual circumstances of each child will be considered when determining the expectations and consequences for inappropriate behaviours.
- Children have the right to learn about and express their feelings and to be supported to develop positive behaviours that underpin the development of healthy relationships with others.
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set.

Fun

Wellbeing is essential for children and adults healthy development. Lake Windemere B-7 Site is a Positive Education site. We use the PERMA strategies to build responsive interactions with others. Curriculum and staff experiences support opportunities for children, families and staff to have fun.

P—Positive Emotions

E—Engagement

R—Positive Relationships

M—Meaning

A—Accomplishment

The following behaviours by children, parents, Carers, staff, service providers, volunteers, visitors or any other person involved in the centre are unacceptable:

- All forms of bullying. Bullying may be defined as “repeated verbal, physical or social behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons
- Harassment, including behaviours which degrades, demeans, humiliates, or embarrasses someone that a reasonable person would know is unwelcome
- All forms of abuse (sexual, physical or psychological) including verbal, in writing or otherwise
- Discrimination: In South Australia, it is unlawful to discriminate because of: age, association with a child (in customer service or accommodation), caring responsibilities, chosen gender, disability, marital or domestic partnership status, pregnancy, race, religious appearance or dress (in work or study), sex, sexuality, spouse or partner's identity, caring responsibilities, identity of spouse or partner and religious dress at work or in school, all kinds of disabilities, customers because they are accompanied by a child or are breast-feeding or bottle-feeding a child. The new law also removes, or reduces, former exceptions to the law about sexuality discrimination.
- Actions that threaten or put people at risk of harm including violent physical

acts (with or without a weapon)

Safety

- All children have the right to feel secure and to learn in an emotionally and physically safe environment.

We actively strive to create an environment that supports the health, safety and wellbeing of children by:

- Providing experiences based on individual children's interests and needs which promote success, a sense of wellbeing and gives opportunities to express feelings.
- Ensuring realistic and developmentally appropriate expectations for behaviour that are reasonable and understood by all children and adults.
- Enabling opportunities for the development of dispositional skills including:
 - Collaboration
 - Persistence
 - Confidence
 - Resilience
 - Purposefulness
 - Experimentation
 - Risk taking
 - Independence
 - Impulse control
 - Initiative
 - Leadership.
- To provide opportunities for explicit teaching of feelings vocabulary
- Valuing children as individuals within their family and cultural context.
- Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences.
- The Behaviour Code of Conduct is aligned with the Early Years Learning Framework.
- Establish consistent but flexible routines that help children develop trust, security and self- help skills.

Building staff, family, Carer and community capacity

- We use responsive interactions which are reflected in Responsive Interactions professional development for staff and Bringing up Great Kids, Circle of Security and Marte Meo staff and parenting course which focus on the following:
 - Connection with child before correction of behaviour
 - Naming behaviour and emotion" Name it to tame it"
 - Responsiveness interactions with children
 - Sitting with children during high emotions
 - Setting limits and providing options
 - Acknowledging children's emotions and behaviours
- We provide family services to assist families to make changes
- Provide information to staff in regards to the Employee Assistance Program

We will consistently respond to inappropriate behaviour by children, parents, Carers, staff and other people involved in the Centre by

- Informing people of expectations
- Remind people of expectations and limits
- Use a respectful approach to explain why a behaviour is inappropriate and what behaviour is expected
- Focus on the behaviour not the person
- Responding sympathetically and acknowledging feelings
- Using natural justice principles
- Providing information of additional support services where required
- Facilitating pathways to access additional services as required
- Refer parents to the DECD and Lake Windemere B-7 Managing Parent Complaint process. Advice and support can be obtained by contacting the Parent Complaint Unit on 1800 677 435 at any time to discuss your concern/complaint, or to seek advice about resolving preschool problems.
- Access support from external agencies including but not limited to: Medical, Therapeutic, Advocacy or Cultural Advisory agencies.

Patterned behaviour

Depending on the severity and frequency of the behaviour, we will consider further steps for parents, Carers and all other Centre users excluding staff such as:

- The collection of observational data to support analysis of inappropriate behaviour and how to help reduce or replace behaviour of child or other person in the Centre
- Conduct formal or informal meetings to discuss concerns and develop a behaviour plan to encourage appropriate behaviour and also seek/gather additional information
- Develop a written contract with family, carer or other Centre user that outlines specific expectations and consequences that outlines specific expectations and consequences. Share this documentation with Lake Windemere B-7 School Principal.
- Provide a written warning which outlines the specific concerns and consequences if behaviour continues sharing with service providers agency personnel.
- Make a formal complaint if the behaviour involves discrimination or harassment

In extreme cases we will take the following actions:

- Terminate parent, Carer, visitor or volunteer entry to the Centre
- Withdraw from partnership agreements with agencies

Staff

- The collection of data to support analysis of inappropriate behaviour and how help reduction, replacement or elimination of behaviour of staff member.
- Conduct informal / formal meetings in addition to regular Professional Development Reviews to discuss concerns and develop a work plan to encourage appropriate behaviour and also seek/gather additional information

In extreme cases we will:

- Initiate an Intervention and Support process within the DECD Managing Unsatisfactory Performance guidelines in consultation with Performance and Incapacity Unit, the staff member and Director's line manager.
- Use supporting documentation which may include SA Public Sector Code of Conduct, Job and Person Specifications for staff member's role and other DECD, state/federal government policies.
- Conduct regular work plan meetings negotiated between Director, DECD if applicable and staff member. Document outcomes of meetings using DECD Performance meeting minutes template.
- Conduct regular review meetings of Intervention and Support Process negotiated between Director, DECD if applicable and staff member. Document outcomes of meetings using DECD Performance Meeting minutes template.
- Seek support of line manager, Partnership/ state office based personnel including Performance and Incapacity Unit consultants.

5.0 MONITOR, EVALUATION AND REVIEW

Oversight: Director of Children's Centre

Implementation: All staff

Monitoring: Children's Centre multidisciplinary team

REFERENCE MATERIALS

- Protective Practices for staff in their interactions with children and young people, DECS 2011.
- 28.4.2016—Children's Protection Act 1993
- F:\Child Protection Act\Equal Opportunity Act _ Equal Opportunity Commission (SA).html
- Teaching social skills in early childhood: Let's talk about it, Department of Education, Employment and Training 1998
- Guideline DECS 0911001-2 ,Performance and Development
- Guideline DECS 0911001-2 ,Managing Unsatisfactory Performance. This guideline supports the DECD Performance and Development Policy.
- <http://www.decd.sa.gov.au/parentcomplaint>
- <http://www.ombudsman.sa.gov.au/>