



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.

Staff believe that:

- Children have the right to feel secure and to learn and develop in a psychological and physically safe environment.
- Children have a right to be supported to develop positive behaviours which underpin the development of relationships with peers and adults.
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set.
- Children experience the same emotions as adults, but may need help to express their feelings appropriately.
- The considerations of children's individual needs are crucial to successful learning and the development of positive behaviours.
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's well-being, learning and development.
- Family consultation is valued and their individual perspectives respected.
- No child should be made to feel rejected, insecure, embarrassed or ashamed.

Staff will promote positive behaviour and interactions by:

- 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.
- Ensuring that limits set are reasonable and understood by children and adults.
- Being empathetic and sensitive to each child; being mindful of the variety of factors that influence behaviour.
- Planning for and providing an environment that promotes a sense of belonging and provides opportunities for learning through play.
- Planning enabling opportunities for the development of skills including communication, resilience, agency, play skills, appropriate risk taking, conflict resolution, independence, leadership, fairness and respect.
- Providing an enriching and engaging program that enables each child to experience success, a sense of well-being and gives opportunities to express feelings through play.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour.
- Explicitly teaching socially appropriate behaviours and play skills and promoting behavioural choices (*strong choices vs weak choices*).
- Maintaining appropriate professional boundaries in their interactions with children, as outlined in the 'Protective Practices' guidelines.
- Encouraging open two-way communication with families to ensure that each child's rights are met.

Staff will respond to challenging behaviours by:

- Reminding children of expectations and limits, and the reasons for these.
- Supporting children to problem solve, negotiate, find resolutions and manage their emotions appropriately.
- Assessing individual children's learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours.
- Using Restorative Justice Practices to support children to consider the perspectives of others and restore relationships.
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's well-being and learning.
- Planning, implementing, monitoring and reviewing individual behaviour support plans in partnership with families and support services.
- Being aware of our limitations and seeking assistance when required.
- Using physical restraint/ restrictive practices as a last resort; only when all other non-physical interventions have been exhausted or there are serious concerns for the safety of the child or other persons.

Protective practices for staff in their interactions with children and young people: Guidelines for staff working or volunteering in education and care settings 2017(2nd Edition, revised 2019)

<https://edi.sa.edu.au/supporting-children/child-protection/your-responsibilities/protective-practices-guidelines>

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