



Sir Thomas Playford Kindergarten  
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Director: Kate Walker



Government of South Australia  
Department for Education and  
Child Development

# Behaviour Code of Conduct

## **Link to National Quality Standards**

- 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.**
- 5.2.2** Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
- 5.2.3** The dignity and rights of every child are maintained at all times.

### **Rationale**

Sir Thomas Playford Kindergarten places great value on safety respect and harmony.

The centre supports the education, care and wellbeing of children in the 0-8 age group by working in partnerships with families and partnering agencies.

The Centre recognises the importance of family in the development of children's early lives and as such places importance on working with families in mutually respectful partnerships.

The Code of Conduct has been developed to enhance the relationships between all within the centre.

### **Overriding considerations to this policy**

All adults working with the children are legally bound under the Child Protection Act 19... To respond to abuse and neglect of children.

### **DOCUMENT CONTROL**

#### **Managed by:**

Sir Thomas Playford Kindergarten

#### **Approved by:**

Governing Council

#### **Date Approved:**

8<sup>th</sup> August 2016

#### **Review Date:**

August 2018

**Ratified by Governing Council August 2016**

## **1.0 TITLE**

Behaviour Code of Conduct

## **2.0 PURPOSE**

To ensure that children, families and staff have a safe environment, and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

## **3.0 SCOPE**

The following people are expected to behave in a respectful manner and comply with this code of conduct:

- Employees of the Department for Education and Child Development
- Governing Council Members
- All service provider personnel delivering programs or services at the Centre.
- All service provider personnel visiting the Centre.
- Children
- Parents/carers of children
- Volunteers working within the Centre
- All others involved with the Centre

## **4.0 POLICY DETAILS**

### **Be Respectful**

We are respectful of ourselves and other people. We are respectful of the ideas and feelings of others.

We are respectful of the environment, equipment and materials.

### **Be Safe**

We work, learn and play safely to help keep ourselves and others from getting hurt.

### **Be Cooperative**

We solve our problems by talking and listening to each other respectfully to find a solution.

When we cannot solve a problem ourselves, we ask for help.

### **Be Supportive of Learning**

We are open to our learning and the learning of others.

We understand that at times children may display inappropriate behaviour for a variety of reasons. The developmental capabilities of each child will always be considered when determining both expectations for behaviour and consequences of inappropriate behaviour.

All children, parents, staff and others involved in the Centre must use e-mail, electronic devices and the Internet according to our policies. This protects people's privacy and the confidentiality of information.

The following behaviours by children, staff, parents and others involved in the Centre are unacceptable:

- all forms of bullying (physical, verbal, emotional, social or cyber bullying), including comments,
- actions or visual displays that are intentional, hurtful and repetitive
- harassment, including behaviour that degrades, demeans, humiliates or embarrasses someone that a reasonable person would know is unwelcome
- all forms of abuse (sexual, physical or psychological), including verbally, in writing or otherwise
- discrimination against any person or group because of their race, colour, ancestry, nationality or place of origin, ethnic background, religion, age, sex, gender-determined characteristics, sexual orientation, marital and family status, source of income, political belief and physical or mental disability.
- actions that put another person at risk of harm, including violent physical acts (with or without a weapon) and threatening someone.

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

- having realistic and developmentally appropriate expectations for behaviour
- setting up the environment and materials to encourage appropriate behaviour and reduce potential for inappropriate behaviour
- planning a program based on children's interests and developmental needs
- establishing consistent yet flexible schedules and routines that help children gain trust, security and self control

We create a positive environment for children, parents, staff and others involved in the Centre by:

- developing positive relationships, including making time to talk and listen
- establishing clear, consistent, simple limits
- stating limits in a positive way and periodically reminding people
- providing explanations for limits
- working together to solve problems
- modelling and encouraging appropriate behaviour
- providing adult learning opportunities and programs
- providing family services to assist families to make changes
- providing information for staff re DECD Employee Assistance Programs

We will consistently respond to inappropriate behaviour by children, parents, staff and others involved in the Centre by:

- informing people of expectations.
- reminding people of expectations and limits
- using a respectful approach to explain why a behaviour is inappropriate and what behaviour is expected
- talking only about the behaviour, not labelling the person
- responding sympathetically and acknowledging feelings
- establishing natural, logical consequences
- provision of information regarding additional support services
- facilitate pathways to access additional services as needed.

Depending on the severity and frequency of the behaviour, we will consider further steps such as:

- using behavioural analysis to learn what may be contributing to a child's inappropriate behaviour and how to help reduce or replace the behaviour
- having a formal or informal meeting to discuss concerns and to develop an action plan to encourage appropriate behaviour
- developing a written contract with a staff member, family member, visitor, agency or volunteer that outlines specific expectations and consequences
- giving a written warning that outlines specific concerns and consequences if the behaviour continues
- accessing outside resources for help, such as: Medical, Therapeutic or Advocacy/Cultural Advisory Agencies.
- make a formal complaint if the behaviour involves discrimination or harassment

In extreme cases, we will take additional steps such as:

- initiating disciplinary processes against a staff member
- suspending or withdrawing services because of a child's or family member's inappropriate behaviour
- in the case of a visitor or volunteer not allowing the person to return to the Centre
- contacting the police if the behaviour is illegal such as abuse, assault or threatening another person.
- withdrawing from partnership agreements with agencies.

## **5.0 MONITORING, EVALUATION AND REVIEW**

Oversight :	Director of Sir Thomas Playford Kindergarten
Implementation :	All Educators
Monitoring :	Sir Thomas Playford Kindergarten Educators

### **References:**

Early Childhood Australia Code of Ethics  
SA Public Services Code of Ethics  
DECD – Practices with Children  
Early Years Learning Framework  
Manitoba Childcare Safety Charter  
United Nations Rights of the Child  
United Nations Human Rights  
South Australia Equal Opportunities Act  
Disability Discrimination Act

Policy Implementation – August, 2016

Policy ratified – August, 2016