

BEHAVIOUR GUIDANCE CODE

Policy Statement

Our site behaviour code demonstrates a commitment to staff, children and families working together in a safe, respectful learning environment free from harassment and bullying. Documenting guidelines regarding behaviour and guidance for children, families and staff 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 secure and to learn and develop in a psychologically 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

The staff team will 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 well being and gives opportunities to express feelings through sensory and other forms of play
- Using positive verbal and non verbal guidance
- Demonstrating empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
- Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- Interacting positively, using positive language and acknowledging and modeling respectful behaviour
- 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
- Intentional teaching of 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
- Familiarity with Staff induction folder including the Behaviour Guidance Code Appendix

Staff work together to:

- reinforce appropriate play and social skills
- notice the 'quiet' achievers
- remind children about kindergarten routines
- state the positives rather than 'no'
- prepare children for change
ie. reminders about events and approaching pack up and group times
- empower children and support conflict resolution ie " stop I don't like...", "Can I have a turn?"
- intervene and calm difficulties ie. 'stop and sit' with an adult
- talk about issues, feelings and problem solving
- redirect children with new options for play – inside/outside/new groups
- distract/ talk/participate and support play
- intervene early to prevent behaviour escalating
- use logical consequences ie. ball over fence and it remains there
- provide activity choices
- assist with entry into new play
- reinforce child choices, entering or returning to play
- move close to child, use eye contact and quiet talking
- set up additional activities/games
- discuss difficulties at staff meeting and with Director
support children with Individual Learning Plans

Staff work together to avoid:

- interruptions to group times and group play
- power struggles and rigid rules
- calling and directing behaviour across groups of children
- lifting/restraining children

The staff team 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 emotions appropriately
- Using Restorative Justice practices that support children to empathize with 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
- 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
- Being aware of our limitations and seeking assistance when required
- Withdrawing children when they are at risk of hurting themselves or others and ensuring that staff are available for support

References

Global Schools for Peace Program

UNICEF Rights of the Child

DECD Behaviour Guidance Code

Restorative Justice Principals

www.decd.sa.gov.au/policy/pages/OSPP/policy_index

Endorsed by Staff and Governing Council

Director Betty Elsworth

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Government of South Australia
Department of Education and
Children's Services