



BEHAVIOUR GUIDANCE CODE

This behaviour and guidance code ensures that children, families and staff have a safe environment, and consistency and clarity around acceptable behaviour and guidance measures.

As a staff team 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 well being, 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

As a staff team we 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
- Demonstrate 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 modelling 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 needs are met

We 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 empathise 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

- Being aware of our limitations and seeking assistance when required
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services

REVIEWED: TERM 1 2015

DATE FOR NEXT REVIEW: TERM 2 2016

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