



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.

At Renown Park Children's Centre, we believe that:

- 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
- Consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours
- 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

Behaviour Code

- Take care of yourself
- Take care of others
- Take care of our resources

As a team of educators 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 rights are met

We will respond to challenging behaviours by:

- Reminding children of expectations and limits and the reasons for these
- Safely discuss with children when unsafe behaviour is observed
- 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

- 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
- Redirecting children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time

When unsafe behaviour is persistently repeated we will develop, in consultation with the parents/caregivers a:

- Behaviour Management Plan and if appropriate, referrals will be made to the Early Childhood Support Services
- Where required, we will formulate protocols for the behaviour of individual children which will be developed in negotiation with the child’s family/caregivers to better support the learning of all children at the preschool

When children feel that their rights or safety are threatened we will encourage children to:

- Tell the child to stop the behaviour, using phrases such as “stop pushing me” and “use safe hands”
- Use language such as, “my early warning signs are telling me that’s not safe”
- Tell the other child why they do not like the behaviour, such as “you’re hurting me”
- Seek help from the teacher if the behaviour does not stop

We will minimise challenging behaviour by:

- Providing an enriching learning environment that is safe, inclusive, supervised and responds to individual children’s needs, age and skill level, thus providing for maximum engagement and positive learning outcomes for all children
- Ensuring all children are aware of expectations and consequences
- Explicitly reinforce rules for safe play and appropriate social skills
- Continuous positive reinforcement for positive behaviour
- Targeted intervention for children who may be at risk
- Model appropriate verbal and non verbal behaviour and provide opportunities for children to practice
- Explicit teaching using visual cues and social stories
- Educators working as a team, reflecting and sharing ideas and observations

Acceptable Behaviour	Non Acceptable Behaviour
<ul style="list-style-type: none"> • Respecting and caring for others. • Sharing and turn taking. • Being cooperative. • Being polite. • Safely participating in play. • Being friendly. • Helping. • Using socially appropriate language. • Caring for equipment. • Taking responsibility for own behaviour. 	<ul style="list-style-type: none"> • Hitting others. • Kicking others. • Spitting at others. • Pinching others. • Biting others. • Name calling, swearing and using words that makes others feel bad. • Throwing things unsafely. • Pushing other people. • Disrespecting others work or property.

Restorative Justice Techniques

We use questions such as:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected? In what way?
- What do you think you need to do to make things right?

These questioning techniques allow children:

- A chance to tell their side of the story
- To understand better how the situation happened
- To understand how it can be avoided another time
- To feel understood by the others involved
- To find a way to move on and feel better about themselves

National Quality Standard 5.1, 5.2 Regulation 168 (2) (j) Related Key Regulations: 155, 156 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.