



The Pines Preschool



Behaviour Code

Rationale

Children learn best when they feel secure, positive about themselves, experience success and are provided with a caring, safe, supportive and respectful learning environment. Having a strong sense of belonging at our preschool is critical. It is the responsibility of educators to develop a child-centred learning environment that builds a sense of safety and wellbeing through expectations and procedures and with teaching children about appropriate and inappropriate behaviour choices.

In being part of The Pines Preschool community, children are expected to develop skills and behaviours which enable them and others to be successful and engaged in the learning environment. At times, children need to express emotions such as anger, frustration and distress, however, they may need help and guidance to express these feelings appropriately. Children have the right to respect and consideration as individuals and to be supported to develop appropriate choices.

Policy and operational guidelines support a consistent approach to behaviour and ensure a safe environment is provided for children, families and educators. They allow for consistency and clarity around roles, responsibilities and acceptable behaviours and describe a clear outline of measures and actions that will be implemented when supporting or managing children's behaviour.

National Quality Standards

The following behaviour procedures primarily link to [Quality Area 5: Relationships with children](#) and [Quality Area 6: Collaborative partnerships with families and communities](#).

There are also links to:

- Quality area 1: Educational program and practice
- Quality area 2: Children's health and safety
- Quality area 3: Physical environment
- Quality area 4: Staffing arrangements
- Quality area 7: Leadership and service management

Quality Area 5: Relationships with children

At our preschool:

- Educators develop and build warm, responsive and trusting relationships with each child.
- Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills.
- Each child is supported to feel secure, confident and included.
- Each child is supported to work with, learn from and help others through collaborative learning opportunities.
- Each child is supported to manage their own behaviour, respond appropriately to the behavior of others and to communicate effectively to resolve conflicts.
- The dignity and the rights of every child are maintained at all times.

Quality Area 6: Collaborative partnerships with families and communities

Our preschool:

- Invites families and carers to be involved in the review of Behaviour Code.
- Works closely with families to support children demonstrating inappropriate behaviours.

Safe behaviours

Educators support children to be caring, respecting self, others and the environment (both natural and constructed). Educators are mindful of the child's age, developmental stage and cultural background. Safe behaviours expected at The Pines Preschool include:

- Listening to others
- Using positive language
- Being cooperative
- Respecting each other, our environment and equipment
- Helping each other and taking turns
- Sharing equipment and materials
- Being friendly and cooperative and playing safely together
- Asking for help
- Developing problem solving/negotiating skills
- Recognising and using the different behaviours required for inside and outside play

Unsafe behaviours

There are times when children act or react impulsively and threaten the good order or safety of others. This may be physical, emotional or interfere with the right of others to participate and learn.

- Bullying/harassment (physical or verbal).
- Physical aggression (hitting, kicking, spitting, pushing, biting, pinching).
- Verbal aggression (swearing, threatening others, teasing, name calling, yelling, screaming).
- Disrupting group and individual activities eg destroying other work.
- Damaging equipment or throwing equipment.
- Climbing fences and gates.
- Interfering with routines of preschool eg running away when called; refusing to help with pack up.
- Using equipment inappropriately or unsafely.
- Unsafe play eg. throwing sand at another person.
- Running inside the building.

Strategies to Support Children's Behaviours

- Educators use 'You Can Do It' Puppets to demonstrate pro-social behaviours, how to manage conflicts and how to manage emotions through role-plays and discussions.
- Educators implement Keeping Safe: Child Protection Curriculum to empower children to be safe and know their rights.
- Educators will discuss the unsafe behaviour with the child and explain how this impacts both on self and others and reinforce safe behaviours.
- If the unsafe behaviour continues the child will be transitioned to an alternative experience in which they are encouraged to engage in appropriately (with an educator's support).
- When a child's behaviour is highly escalated and they are unable to transition, Educators will move the other children away, for the safety of everyone. The child will be given time and space to deescalate and supported to regulate their emotions.
- When a child's behaviour is consistently unacceptable/unsafe after support from educators, there will need to be conversations to investigate alternative strategies with the child's family and an Educator/Principal. If there is not an improvement a referral will be made to DfE Behaviour Coach or Child Wellbeing Practitioner. The documentation of an Individual Learning Plan will be developed with

the involvement of all parties including the child (where possible). Reviewing of the Individual Learning Plan will occur with the family, the child (where possible) and educators.

Educators Responsibilities

- Clearly display this policy and educators regularly refer to the Behaviour Code.
- Provide experiences that encourage acceptable involvement and engagement.
- Regularly discuss and be explicit re safe/unsafe and acceptable/unacceptable behaviours with children.
- Use an early intervention approach in identifying concerns re unsafe behaviours of children.
- Using verbal and non-verbal forms of communication such as visual aids, pictures, signs (see note below) or gestures.
- Provide intentional teaching and modelling of respectful behaviours.
- We understand that some children with special rights and/or learning difficulties/delays may have greater difficulty in coping with frustration, in learning to behave acceptably and in understanding the rules and reasons for them.
- Explicitly teaching calming strategies to help children self regulate their emotions.
- Ensure families are aware of the Behaviour Code.
- Communicating with, and involving families, at the earliest opportunity to work together positively to assist the child's wellbeing and learning.
- Acknowledge and celebrate positive choices and behaviours and inform families of these.
- Work with families when children are consistently disregarding the Behaviour Code or displaying extreme behaviours, and work together to develop strategies to promote acceptable behaviours.
- Involve Behaviour Coach or Child Wellbeing Practitioner as required.

Family Responsibilities

- Familiarisation with the Behaviour Code.
- Support and encourage their child to understand the preschool expectations.
- Inform educators of any family issues and circumstances that may impact on the behaviour of their children.
- Where possible, educators will make every effort to inform families of any general behaviour issues that involve their child. However, educators won't breach confidentiality by informing them of any other parent or child involved in any incident/s. It is an expectation of the preschool that families do not approach any child or their family about any behaviour incident at the preschool. Please speak to an Educator or Preschool Leader.

References:

- Education and Care Services National Regulations, 2018
- National Quality Standards, 2018
- Department Policies available at: <https://www.education.sa.gov.au/department/policies>