



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.

Educators Responsibilities

- Clearly display this policy and educators regularly refer to the Behaviour Code.
- Provide activities 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 parents 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 parents/carers of these.
- Work with parents/carers 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.

Parent/Carer 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 parent/carers 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 parents/carers do not approach any child or parent of that child about any behaviour incident at the preschool. Please speak to the Lead teacher or Director/Principal.

Policy review

Quality area 7: Leadership and service management

The Behaviour Code will be monitored and reviewed by educators and director/principal when required (at least once every three years).

Approved at Governing Council on (Date):

Approved by Principal: Cherie Collings

Approved by Governing Council Chairperson:

To be reviewed: February 2020

8/8/18

Collings

