

Behaviour Guidance Code



Largs North Kindergarten

Rationale:

Documented guidelines regarding behaviour and guidance for children help ensure that children, families and educators have a safe environment, as well as consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

We recognise the importance of respectful and positive relationships children have with each other and with educators, and we encourage a child-centred approach that promotes self-expression, self-reliance and self-esteem, whilst maintaining each child's dignity and rights. We recognise all children have the right to feel safe and the opportunity to learn in a psychologically and physically supportive environment. Young children need time, opportunity and space to learn with other children; how to play, share and take turns; as well as how to care for others and their environment. We are committed to meeting our regulatory requirements in relation to interactions with children.

Background:

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place in relation to interactions with children. The Behaviour Guidance Code will ensure that children, families and staff have a safe environment, as well as consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

All adults working with children are legally bound under the Child Protection Act 1993 to respond to abuse and neglect of children.

Scope:

The following people are expected to behave in a respectful manner and comply with this code of conduct:

- Employees of the Department for Education
- Governing Council Members
- All service provider personnel delivering programs or services at Largs North Kindergarten
- All service providers visiting Largs North Kindergarten
- Pre-service teachers
- Children
- Parents/carers of children
- Volunteers working within Largs North Kindergarten
- All others involved with Largs North Kindergarten

Explanation:

As an educator team we believe:

- all children have the right to feel secure and to learn and develop in a psychological 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
- consideration of children's individual and contextual needs are crucial to successful learning and the development of positive behaviours
- family consultation is valued and individual perspectives respected
- children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set
- children may feel and express big emotions and have the right to be supported to express these feelings appropriately.

Action:

As an educator team we promote positive behaviour and interactions by:

- planning for and providing an environment that promotes a sense of belonging, being and becoming whilst providing 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 wellbeing and gives opportunities to express feelings through sensory experiences 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 opportunities for the development of skills including resilience, agency, play entry and exit skills, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication
- interacting appropriately by using positive language and acknowledging and modelling respectful behaviour
- valuing children as individuals within their family and cultural context
- involving children in goal setting, when developing group norms and development of behavioural expectations and consequences including the production of the Child Philosophy
- 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
- educators will make informed decisions in reference to the 'why' behind behaviour or dysregulation moments, reflecting on educator knowledge from OT Project professional learning.

We promote positive behaviour and interactions by:

- having consistent routines, rules and expectations
- explicitly teaching and modelling acceptable behaviours
- focusing on the behaviour and what it is telling us, not the child personally
- reminding children of expectations and the reasons for them
- using Restorative Justice practices that support children to empathise and restore relationships
- helping children understand the consequences of their behaviour, both positive and negative
- using visual strategies to support children's understanding of routines, expectations and choices whilst modelling appropriate behaviour
- explicitly teaching emotional intelligence understanding to support children to articulate their needs and feelings appropriately
- supporting children to manage potential conflicts through negotiation and problem solving
- providing learning environments within the preschool environment for children to safely withdraw to - giving them the time and space needed to regulate and re-enter play successfully and supporting the development of self-regulation skills
- regularly critically reflecting on our planned curriculum and how our learning environment supports positive interactions between children
- developing consistent routines and social stories to support children with transitions and new experiences.

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 wellbeing 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, ensuring that an adult is with them at all times.

Partnerships with families

We believe the most effective outcomes for children occur when educators and families work together to support and guide children's behaviour.

We support family involvement by:

- communicating with, and involving families at the earliest opportunity to work together to assist each child's wellbeing and learning
- planning, implementing, monitoring and reviewing Speech programs, One Plans, Individual Learning Plans or other support in partnership with families and support services
- working with families to understand the cultural or external factors that may be affecting a child's behaviour
- we will work in partnership with families to develop consistent strategies, which may include modifying routines or curriculum to accommodate children
- obtaining further advice and support if required from allied health providers the Department for Education Support Services team or other professionals who may be able to offer advice and support to the child, family and educators
- providing families with ongoing communication about ways to support children include information in the Family Information Night Presentation, monthly newsletters, Learning Conversations (first term and second term), spontaneous moments for conversations.

Record History:

Drafted: 2012

Review Date: September 2025

Next Review Date: August 2026 (Term 3, Week 4)

Supporting Resources:

Early Childhood Australia Code of Ethics

Early Years Learning Framework

United Nations Rights of the Child

United Nations Human Rights, k m

Behaviour Support Policy - DFE

Education and Care Services National Regulations

National Quality Standard 5.1, 5.2

Regulations 168(2)(j) 155, 156