



Victor Harbor Community Kindergarten

Behaviour Guidance Code

Issue 9

27 March 2018

Purpose

Documented guidelines regarding behaviour and guidance help ensure that all children, families and staff members are in a safe environment while at the centre. We aim to provide consistency and clarity around acceptable behaviours and guidance measure will be implemented.

Code

As a team we believe:

1. All children have the right to feel secure and to learn and develop in a psychologically and physically safe environment.
2. Children have a right to express their feelings and to be supported while developing positive behaviours. This will assist in the development of relationships with peers and adults.
3. Effective communication and learning occur when families and educators work together to develop common goals for a child's wellbeing, learning and development.
4. By considering the child's individual and contextual needs, successful learning outcomes will be reached, along with the development of positive behaviours.
5. That family consultation is invaluable, and their individual perspectives respected.
6. Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set.
7. No child should be made to feel rejected, insecure, embarrassed or ashamed.

Staff promote positive behaviours and interactions by:

1. Planning for and providing an environment that promotes a sense of belonging, being and becoming by providing enhanced opportunities for learning through play.
2. Ensuring that the limits that are set are reasonable and understood by all children and adults.
3. 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 activities and other forms of play.
4. Use positive verbal and nonverbal guidance.
5. Demonstrate empathy and sensitivity to each child, while being mindful of the variety of factors that influence behaviour.
6. Planning 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 skills.
7. Interacting with children, using positive language and acknowledging and modelling respectful behaviour.
8. Valuing children as individuals within their family and cultural context.
9. Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences.
10. Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices where possible.
11. Encouraging open, two-way communication with families to ensure that the rights of all children are met.

Staff will respond to challenging behaviours by:

1. Reminding children of the behavioural expectations and limits, while explaining the reasons for these expectations.
2. Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately.
3. Using Restorative Justice practices that support children to empathise with others and restore relationships.
4. Communicating with and involving families at the earliest opportunity to work together positively to assist the child's wellbeing and learning.
5. Assessing individual children's learning and developmental needs by frequently reviewing the planned program and reflect on how the active learning environment supports positive behaviours.
6. Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services.
7. Being aware of the centre's limitations and seeking assistance as required.
8. Withdrawing children when they are at risk of hurting themselves or others, ensuring that a staff member is present at all times.

Approved and Checked By

Review 2020

Approved and Checked By:

Centre Director

.....Date

Governing Council Representative

.....Date