



Victor Harbor Community Kindergarten

QUALITY AREA 4: STAFFING ARRANGEMENTS

Staff Code of Conduct

Updated 1-3-2023

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 behaviors and the Early Childhood Australia Code of Ethics is a set of statements about appropriate and expected behaviour of early childhood professionals. It reflects current pedagogical research and practice, providing a framework for reflection about the ethical responsibilities of early childhood professionals. It recognises that we as educators are in a unique position of trust and influence in our relationships with children, families, colleagues and the community, therefore professional accountability is vital.

Code

As a team we believe:

1. All children have the right to feel safe and 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. Staff will use of The Zones of Regulation to help and support children to express their feelings and develop positive behaviours.
4. Effective communication and learning occur when families and educators work together to develop common goals for a child's wellbeing, learning and development.
5. By considering the child's individual and contextual needs, successful learning outcomes will be reached, along with the development of positive behaviours.
6. That family consultation is invaluable, and their individual perspectives are respected.
7. Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set.
8. 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 and other adults, 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 other educators, children and families to ensure that the rights of all children are met.
12. All staff should complete the 30 minute [code of ethics online awareness training](#)

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 empathize 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.

Sources

- Code of Ethics for the South Australian Public Sector
- Early Childhood Australia Code of Ethics.
- Teacher Registration Board Code of Ethics
- Australian Professional Standards for Teachers
- National Quality Standard 4.2 Regulation 168 (2) (i)
- The Zones of Regulation. A curriculum designed to foster self-regulation and emotional control. Written and created by Leah M. Kuypers, MA Ed. OTR/L

Legislation requirements

- Regulation 168

Approved and Checked By

Review 2024 or as required

Approved and Checked By:

Centre Director

.....Date

Governing Council Representative

.....Date

POLICY REVIEWED	February 2023	NEXT REVIEW DATE	February 2024
21-2-2023	<ul style="list-style-type: none">• Made sure legislations were all included• Just a few minor edits to words		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE