

Adams Road Children's Centre 2015

BEHAVIOUR GUIDANCE CODE

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

As a staff 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 well being, learning and development.
- That the consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours
- That family consultation is valued and their individual perspectives respected
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set
- No child should be made to feel rejected, insecure, embarrassed or ashamed

As a staff team we promote positive behaviour and interactions by:

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides 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 well being and gives opportunities to express feelings through sensory and other forms of play
- Using positive verbal and non verbal guidance
- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
- Planning enabling 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.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour
- Valuing children as individuals within their family and cultural context
- Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences
- 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

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 well being 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 all the time

Acceptable Behaviour

- Respecting and caring for others
- Sharing and taking turns
- Being co-operative
- Being polite
- Participating in activities
- Being friendly
- Listening
- Helping
- Using appropriate social language and actions (eg. "please stop, I don't like that")
- Valuing other people's property (including something they made or built)
- Walking inside the building
- Washing hands before eating and after going to the toilet

Unacceptable Behaviour

- Hitting
- Kicking
- Spitting
- Pushing
- Pinching
- Swearing
- Biting
- Throwing – sand, stones or toys
- Playing with sticks
- Breaking trees
- Climbing fences/gates
- Running inside the building
- Destruction of property
- Non Physical (emotional behaviours)
- Verbal abuse
- Threats
- Bullying
- Racial taunts
- Yelling and screaming (directed at an individual)
- Swearing
- Name calling

When unsafe/unacceptable behaviour occurs, staff will:

1. Redirect the play or the child
2. Offer choices/give warnings
3. Talk about the problem (eg. "what would happen if...")
4. If the unsafe behaviours are repeated, staff will:
Use "time away".

-Time away will only be for brief period and the child will not be left on their own. It will be carried out by staff, not volunteers or students. Child can leave when timer runs out. If he/she leaves before, the time will begin again

5. If unsafe behaviour continues after attempting 1-4 the nominated supervisor may be required to ring the parent/caregiver of the child for them to be taken home for the remainder of the session. This incident will be recorded in the behaviour book.

Staff will:

- _ Model appropriate behaviour
- _ Provide opportunities for children to take risks and experience success
- _ Be positive
- _ Value children as individuals
- _ Encourage children to accept responsibility
- _ Provide opportunities for problem solving
- _ Provide lots of opportunity for talking and asking questions
- _ Help children to recognise their feelings
- _ Help children to handle their feelings
- _ Make learning relevant and manageable for children
- _ Be fair and patient
- _ Be consistent and follow through when managing behaviours
- Children will:
 - _ Be safe
 - _ Be happy
 - _ Become assertive
 - _ Be confident
 - _ Be relaxed
 - _ Share
 - _ Show initiative
 - _ Take risks
 - _ Solve problems
 - _ Be able to communicate effectively
 - _ Be able to express feelings, wants and needs
 - _ Be able to work together in a co-operative manner
 - _ Respect others
 - _ Take responsibility for their own actions
- Please feel free to discuss any difficulties with the staff, we are here to help