



Adelaide Miethke Preschool

BEHAVIOUR GUIDANCE CODE

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

“The guidance approach is based on a compassionate understanding towards behavioural errors. [Our role is to] teach children more skilful ways to meet their needs”.

Porter, L (2016) Children's behaviour: A guiding approach. *ECA. Everyday Learning Series* Vol 14, No 3, pg. 6.

As a staff team we believe:

- That it is crucial that all children are supported to develop a strong sense of belonging.
- 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 and valued.
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent expectations.
- No child should be made to feel rejected, insecure, embarrassed or ashamed.

As a staff team we accept that:

- Children may feel angry, frustrated and/or upset at times and need help to express these feelings.

As a staff team we understand that:

- Some children such as those with special rights may find it more challenging to manage their big emotions and may require additional support and specific strategies to assist them during these times.

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, such as visuals, signing, gesture &/or body language.
- 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, risk assessments 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 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 if needed.
- Being aware of our limitations and seeking assistance when required.
- Withdrawing children when they are at risk of hurting themselves, ensuring that an adult is with them all the time and supporting them to re-enter.

We encourage parents with questions or concerns to talk with our staff so that we can work together to ensure the best outcomes for children and families.

Links to the National Quality Standard

Quality Area 1 - Educational Program and Practice

Standard 1.1 The educational program enhances each child's learning and development.

- 1.1.2 Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
- 1.1.3 All aspects of the program, including routines are organised in ways that maximise opportunities for each child's learning.

Standard 1.2 Educators facilitate and extend each child's learning and development.

- 1.2.1 Educators are deliberate, purposeful and thoughtful in their decisions and actions.

Quality Area 2 - Children's Health and Safety

Standard 2.1 Each child's health is promoted.

- 2.1.1 Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

Quality Area 5 - Relationships with children

Standard 5.1 Respectful and equitable relationships are maintained with each child.

- 5.1.1 Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
- 5.1.2 The dignity and rights of every child are maintained.

Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships.

- 5.2.1 Children are supported to collaborate, learn from and help each other.
- 5.2.2 Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Approved - August, 2019

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