**McArthur Park Kindergarten**

**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

**Positive Behaviours that are appropriate to encourage:**

- Positively interacting with individuals and groups
- Expressing wants and needs clearly
- Respecting the rights and safety of others
- Sharing resources
- Including others in play
- Caring for yourself, others, property and the environment
- Listening
- Sharing
- Turn taking
- Being friendly
- Expressing feelings
- Choosing positive behavior
- Recognizing negative behavior and the consequences
- Resolving conflict in a positive manner
- Helping other children and staff
- Accepting differences and having a positive attitude to those experiencing difficulties.

**As a staff team we promote positive appropriate 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

**Behaviours that are inappropriate:**
- Hitting
- Kicking
- Biting
- Pinching
- Swearing
- Spitting
- Punching
- Tripping
- Name calling/Teasing
- Throwing and damaging equipment/objects
- Bullying and harassment
- Continual refusal to participate
- Exclusion of others in activities
- Any other behavior that hurts or has potential to hurt another child, staff member or visitor physically or emotionally.

**We will respond to challenging and inappropriate 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
To consult with and inform families we will:

- Provide each family with access to the site’s Behaviour Guidance Code on enrolment
- Encourage families to share information on their child’s behaviour through discussion and enrolment questionnaires
- Support families with children with challenging behaviours in their transition to school or other services
- Maintain confidentiality in discussion with families and other agencies

Parents are able to support the Behaviour policy when they:

- Share ideas and experience about children’s behaviour
- Discuss concerns with staff at the earliest opportunity and work towards developing consistent strategies for managing the behaviours at home in the group situation
- Abide by the behaviour policy in their interaction with children including their own in the centre

Staff are informed about behaviour guidance when they:

- Receive access to the site’s Behaviour Guidance Code in their induction process
- Develop skills and knowledge through staff development
- Regularly discuss behaviour management at staff meetings

Staff supports the policy as they:

- Become familiar with the policy
- Recognizes individuals rights and needs and foster confidence and self esteem in children through positive interactions
- Develop awareness of children’s different stages of development and have realistic expectations of children’s behaviour
- Provide children with clear boundaries and guidelines
- Work as part of team and respond to positive and negative behaviour in a consistent manner
- Support families who express concerns about their children’s behaviour
- Model caring and supportive relationships with others
- Respond to children at their level in quiet manner
- React to incidents in a calm and reasonable manner
- Never use physical, verbal or emotional punishments
- Discuss behavior with children and not label children
- Listen to children and encourage them to express themselves

The site’s Behaviour Guidance Code will be reviewed annually or as required in conjunction with staff, children, Governing council and families.

Source - Supporting and Managing Children’s Behaviour- DECS 2004
- Behaviour Support Policy for Early Childhood Services – DECS 2004

Policy reviewed: 24/08/2012
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