



Paradise Kindergarten

Behaviour Code Policy

Rationale

Paradise Kindergarten promotes the safety of children and adults through implementation of consistency and clarity around acceptable behaviour and guidance measures.

The requirements of the National Quality Standards are met;

5.1 Respectful and equitable relationships are developed and maintained with each child

5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

National Regulations 4.5 155 - Interactions with children - (d) adults give each child positive guidance and encouragement towards acceptable behaviour.

It aligns with Australia Early Years Learning Framework (EYLF) and DECD Wellbeing strategy.

Paradise Kindergarten's values of **Friendliness, Optimism, Respect and Responsibility** underpin behaviour and interactions between staff, children, families and visitors.

Current brain research has shown that **Executive Functioning** especially **Self Regulation** of a child's behaviour assists learning and has a lasting impact upon their lives. Executive Functioning has been a priority at Paradise Kindergarten for years and is now an established culture.

As a staff team we believe:

- All children have the right to feel secure, 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
- Self Regulation of behaviour and language is important for children to learn
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's wellbeing, 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 wellbeing and gives opportunities to express feelings through sensory and other forms of play
- Using positive verbal and non-verbal guidance
- Demonstrating 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
- Using 'Learning Helpers' (adapted from 'Learning Achieve') to promote specific behaviours and language.
- 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 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, 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

.This Policy will be shared with all new staff and families, and available to view in the Preschool Policies Booklet and on the Preschool Website.

Enrolled families will be asked to confirm they are aware of this Policy by signing the Information & Consents Form at the time of enrolment.

Endorsed and Ratified by Staff and Governing Council 2012. Reviewed 2016