



## Elizabeth North Early Learning Centre

### Policy Statement Site Behaviour Code

All children have the right to feel secure, safe, valued and be treated with respect. Young children need the time, the opportunity and the environment to learn how to play alongside and with other children. It is during play that children learn behaviour choices including how to share, take turns, solve problems and care for each other.

Research indicates that educators who give priority to nurturing relationships, provide consistent emotional support, model and assist children with positive ways to relate, interact and get along with others and are attuned to children's thoughts and feelings, support children in developing a strong sense of wellbeing (EYLF pg. 12).

#### **As a staff team we believe:**

- All children have the right to feel safe and secure
- All children have the right to learn and develop in a psychologically 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
- Consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours
- 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 behaviours and interactions by:**

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides greater opportunities for learning through play
- Ensuring that limits set are reasonable and understood by all children and adults
- Engaging children in conversations related to safe/unsafe play and the impact these behaviours have on self and others
- 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
- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
- Planning opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, problem solving skills, respect for others and communication
- Interacting positively, using positive language, listening, 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 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 plans in partnership with families and DECD support services (eg. Behaviour Coach or Child Wellbeing Practitioner) as necessary
- 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 relates to the following National Law and Regulations:

*Education and Care Services National Law Act 2010:*

Section 168 – Policies and Procedures (2) (h) providing a child safe environment

Section 155 – Interactions with children

Section 156 – Relationships in groups

National Quality Standards

Quality Area 5 – Relationships with children

5.1 Relationships between educators and children

5.2 Relationships between children

Quality Area 6 – Collaborative partnerships with families and communities

6.1 Supportive relationships with families

Quality Area 7 – Governance and Leadership

7.1 Governance supports the operation of a quality service

**Approved at Governing Council on \_\_\_\_\_**

**Approved by Principal/Deputy Principal:** Graham Wood and Celeste Matthews

Date Written: May 2018

Next Review Due: March 2020

