



BEHAVIOUR CODE

EYLF:

Principles and Practices:

Respect for diversity
Responsiveness to children
Holistic approaches

Identity:

Feeling safe, secure & supported
Interacting in relation to others with care, empathy and respect

Connecting and contributing:

Developing a sense of belonging to communities
Respecting diversity
Becoming aware of fairness

NQS:

Interactions with each child build trusting relationships.
Interactions with educators support the acquisition of skills for life and learning.
Each child is supported to feel confident and included.
Each child is supported to work with others.
Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
The dignity and rights of each child are maintained.

BELIEF STATEMENTS:

Behaviour is a form of communication. It is the visible manifestation of needs and feelings.
All children are developing at different times, different rates and in different ways in terms of their social competence.
Social competence involves empathy and an understanding of fairness.
The way in which we interact with children can support the development of self-regulation which in turn can positively influence their futures.

AIMS:

THE AIMS OF THIS BEHAVIOUR POLICY ARE FOR CHILDREN TO:

- Develop increasing social competence
- Develop empathy
- Develop effective communication skills

- Reflect on and take responsibility for their behaviour
- Explore alternatives and make choices about their actions
- Develop increasing self-control
- Become increasingly independent
- Develop an increasingly complex sense of fairness, equity and justice

PRACTICES:

AT BOOLEROO CENTRE AND DISTRICT KINDERGARTEN AND RURAL CARE AND MELROSE RURAL CARE, EDUCATORS USE THE FOLLOWING PRACTICES WHEN RESPONDING TO CHILDREN'S BEHAVIOUR:

- Problem solving with children; suggesting and trialling strategies for working together successfully.
- Explaining why particular behaviours are not appropriate (e.g. safety, fairness)
- Reflecting with other educators and the child's family about reasons for the child/ren's behaviour and considering modifications to the program and learning environment to support the child/ren.
- Redirecting child/ren by inviting them to participate in an alternative activity.
- Remaining close and being available to children who are experiencing overwhelming emotions.
- Once they are calm, talking with the child/ren about the situation that has occurred and the consequences of their actions. Acknowledging, discussing and validating children's feelings.
- Programming experiences which allow children to reflect as a group or individually on fairness and feelings (e.g. stories).
- Providing support for children who have been impacted by aggressive or unfair behaviour.
- When behaviour is extreme, unusual or unsafe, working with families and support services to develop a behaviour management plan.
- Communicating with families of all children involved about significant, repeated or ongoing behaviour.

NO FORM OF CORPORAL PUNISHMENT IS ACCEPTABLE AT OUR SERVICE.

Physical restraint is only appropriate in situations in which a child's own safety or the safety of others is threatened.



Booleroo Centre District Kindergarten and Rural Care,
Incorporating Melrose Rural Care

SIGNATURES

(Kindy, Rural Care and Playgroup Committee)

(Director)

REVIEWED DATE:

Term 3 2016