



Local Site Behaviour Guidance Code

National Quality Standards and Regulations

Quality Area 5: Relationships with Children
Regulation 168 (2) (a) (i)

Background

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.

Principles

This code has been developed based on the following principles:

As a staff team we believe:

- It is important that Darlington Children's Center is a friendly, welcoming and caring environment where everybody is treated with respect
- Everyone at the center has the right to feel safe and valued
- Staff expectations will reflect children and families individual need and development
- The wellbeing of children is our primary focus
- A positive environment and approach is the most effective in supporting the development of acceptable behaviour

Examples of appropriate and inappropriate behaviour at our center:

Scope

This code applied to all staff, families and center visitors

BEHAVIOUR GUIDANCE

Educator's response to inappropriate behaviour will depend on the nature and/or frequency of the behaviour, age and maturity of the child and length of time the child has been at the center. Educators will respond to the behaviour promptly to ensure safety and wellbeing of children and to provide the best opportunity for children to understand the consequences of inappropriate behaviour.

Educators have a duty of care that requires them to:

- Supervise children so that they can learn the rules and practices designed for their own safety and that of others
- Design and implement appropriate programs and procedures to ensure the safety of children
- Warn children about dangerous situations or practices
- Ensure that the premises and equipment are safe



As a staff team we promote positive behaviour and interactions by:

- Insuring a physically and physiologically safe environment for all
- Providing a responsive, developmentally appropriate curriculum to promote healthy self-confidence as well as a sense of belonging and self-worth
- Encouraging children's efforts to behave positively and appropriately
- Modelling and acknowledging behaviour that demonstrates consideration and respect for others
- Working in partnership with families to provide consistent practices at the center and home
- Offering choices and explaining the rationale behind limits
- Using redirection/distraction and early intervention to try to avoid confrontation and escalation of conflict
- Teaching social, communication and problem solving skills
- Using recognized programs/approaches to teach children to evaluate and monitor behaviour
- Ensuring that children understand the link between behaviour and consequences
- Using accompanied 'thinking time' for dangerous or seriously unacceptable behaviour
- Seeking further advice and support for any dangerous or seriously unacceptable behaviour that persists

We believe that everyone has the right to feel safe all of the time. We accept that we all can feel angry, frustrated and upset at times, and that children in particular need help to express these feelings appropriately. As we are dealing with birth to 5 year old children in our centre, there are bound to be situations of conflict that need to be resolved.

What children can do:

- Children who find themselves in a conflict situation with another child will be encouraged to tell the other child what the problem is. In many cases a simple "Stop, I don't like..." diffuses the situation
- If the children are having difficulty they will be encouraged to seek staff assistance to help them state their needs to the other child and help the other child to listen and respond

As educators of your children:

- We believe praise, encouragement, modelling and recognition of appropriate behaviours are the foundation for promoting appropriate behaviour
- Staff will use 'teachable moments' plus explicit programming to develop the center rules with the children and also their social development and protective behaviour skills ("Stop, I don't like it")
- Where a child needs support educators will help to model, name and support the child through the conflict or behaviour
- Where a child needs a higher level of support, staff will discuss alternative strategies with parents/caregivers and Early Childhood Support Services if necessary to develop a plan to :
 - o Work out what happens before the behaviour
 - o What the behaviour is

- What happens after the behaviour
- What area does the child need support in to learn these skills

As parents and caregivers, you can help by:

- Maintaining an open and honest relationship with staff
- Being aware of our Local Site Behaviour Guidance Code
- Encouraging your child's conflict resolution skills, eg. self-help strategies ("Stop, I don't like it", talking through their problems, seeking help from an adult and helping them to understand and manage their emotions)
- If you have concerns about behaviour, please speak to a staff member to raise your concern.

Endorsed by Governing Council:	November 2022
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