



Vale Park Preschool

Site Behaviour Code

National Quality Standard 5.1, 5.2, Regulation (2) (j), Related Key Regulations: 155,156.

Guidelines regarding behaviour and guidance for children help ensure that children, families and staff have a safe learning environment. They provide consistency and clarity around acceptable behaviour.

We aim to encourage and develop in children empathy and understanding, self-respect, self-discipline and self-control, to care for each other, our things and our environment.

As a team of educators we believe:

- Our expectations of behaviour are based on care and respect.
- Children learn from people in their environment and learning is ongoing.
- All children, parents and educators have the right to feel safe and secure.
- A safe environment provides optimal learning outcomes for children.
- Children learn best when they belong, experience success and have a positive sense of self.
- Children have the right to express their feelings and to be supported to develop positive behaviours that underpin the development of the relationships with their peers and educators.
- Effective communication and learning occurs when families and educators work together to develop common goals, understandings for a child's wellbeing, learning and development.
- Consultation with families is highly valued and their individual perspectives are encouraged and respected.
- Children's individual, and contextual needs are crucial to successful learning.
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistently.

Educators promote positive behaviour and interactions by:

- Planning for an enriched learning environment that promotes a sense of belonging, being and becoming through play and provides successful learning.
- Ensuring that expectations are developmentally appropriate and understood by all children and educators.
- Demonstrating empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour.
- Planning opportunities for the further development of resilience, agency, cooperation, collaboration, risk taking, conflict resolution, independence, leadership and respect for others.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour both verbally and non-verbally.
- Involving children in their learning by developing expectations and consequences.
- Intentional teaching of positive interactions and play skills.
- Using 'teachable moments, interests and strengths in conjunction with explicit programming to develop children's social, emotional and protective behaviour skills.
- Encouraging open two way communication with families to ensure that each child's rights are met by valuing children as individuals within the family and cultural context.
- Encouraging children to be proactive when faced with difficult situations.
- Encouraging and supporting children to self-regulate their emotions when required.

Site Behaviour Code (cont.)

Educators will respond to challenging behaviours by:

- Involving children in the formulation of safe and respectful ways of interacting.
- Reminding children of expectations and the reasons for these.
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately.
- Offering choices.
- 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, learning and development.
- Observing and assessing individual children's learning and development and reflecting on and reviewing our planned program and how the 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.
- Individually assessing each scenario as they arise to minimise the risk of injury or harm to those involved. Children may need to be redirected from the incident and require reflective time.

This policy will be shared with all new staff and families, is available on the preschool's website and in the preschool policies folder. Children will be involved in discussions about appropriate behaviour.

This policy has been developed in consultation with the Governing Council, staff and families of the Preschool.

This policy will be reviewed and evaluated regularly and modified as required to ensure continued relevance for the centre.

Vale Park Preschool has a duty of care to ensure that the working environment supports the emotional and mental wellbeing of its staff (The Occupational Health and Safety Act, 1989).