



The Pines Preschool



Behaviour Code

Rationale

Children learn best when they feel secure, positive about themselves, experience success and are provided with a caring, safe, supportive and respectful learning environment. Having a strong sense of belonging at our preschool is vital. It is the responsibility of educators to develop a child-centred learning environment that builds a sense of safety and wellbeing. Through routines and procedures, working with children about safe and unsafe behaviour choices.

In being part of The Pines Preschool community, children are supported to develop skills and behaviours which enable them and others to be engaged and feel safe in the learning environment. At times, children need to express emotions such as anger, frustration and distress, however, they may need help and guidance to express these feelings safely. Educators co-regulate alongside children to develop strategies to manage their feelings.

Policy and operational guidelines support a consistent approach to behaviour and ensure a safe environment is provided for children, families and educators. These allow for consistency and clarity around roles, responsibilities and safe behaviours, describing a clear outline of strategies that can be implemented when supporting a child's behaviour.

National Quality Standards

The following behaviour procedures primarily link to [Quality Area 5: Relationships with children](#) and [Quality Area 6: Collaborative partnerships with families and communities](#).

There are also links to:

- Quality area 1: Educational program and practice
- Quality area 2: Children's health and safety
- Quality area 3: Physical environment
- Quality area 4: Staffing arrangements
- Quality area 7: Leadership and service management

Quality Area 5: Relationships with children

At our preschool:

- Educators develop warm, responsive and trusting relationships with each child.
- Every child is able to engage with educators in meaningful, open interactions that support their learning journey.

- Each child is supported to feel secure, confident and included.
- Each child is supported to work with, learn from and help others through collaborative learning opportunities.
- Each child is supported to regulate their emotions, respond safely to the behavior of others and to communicate effectively to resolve conflicts.
- The dignity and the rights of every child are maintained at all times.

Quality Area 6: Collaborative partnerships with families and communities

Our preschool:

- Invites families and carers to be involved in the review of the Behaviour Code.
- Works closely with families to support children demonstrating unsafe behaviours.

Safe behaviours

Educators support children to be caring, respecting themselves, others and the environment (both natural and constructed). Educators are mindful of the child's age, developmental stage and cultural background. At The Pines Preschool, we support children to:

- Listen to others' views and ideas
- Use positive language
- Respect each other, our environment and resources
- Help each other and taking turns
- Share resources and materials fairly
- Be friendly, engaging in collaborative play
- Ask for help when needed
- Develop problem solving and negotiating skills
- Move around the preschool environment safely

Unsafe behaviours

There are times when children act or react impulsively and threaten the safety of others. This may be physical, emotional or interfere with the rights of others to participate and learn.

- Harassment (physical or verbal).
- Physical aggression (hitting, kicking, spitting, pushing, biting, pinching).
- Verbal aggression (swearing, threatening others, teasing, name calling, yelling, screaming).
- Disrupting group and individual activities eg destroying other work.
- Damaging equipment or throwing equipment.
- Climbing fences and gates.
- Interfering with routines of preschool eg running away when called; refusing to help with pack up.
- Using equipment inappropriately or unsafely.
- Unsafe play eg. throwing sand at another person.
- Running inside the building.

Strategies to Support Children's Behaviours

- Educators use Kimochis to demonstrate pro-social behaviours, how to resolve conflicts and how to manage emotions through role-plays and discussions.
- Educators implement Keeping Safe: Child Protection Curriculum to empower children to be safe and know their rights.
- Educators will discuss the unsafe behaviour with the child and explain how this impacts both on them self and others and reinforce safe behaviours.
- If the unsafe behaviour continues the child will be redirected to an alternative experience in which they are encouraged to engage in appropriately (with an educator's support).
- When a child's behaviour is highly escalated and they are unable to be redirected, Educators will move the other children away, for the safety of everyone. The child will be given time and space to deescalate and be supported to regulate their emotions.
- When a child's behaviour is consistently unsafe after support from educators, there will need to be conversations to investigate alternative strategies with the child's family and an Educator/Principal. If intensive, continued support is needed for a child, a referral will be made to DfE Behaviour Coach or Child Wellbeing Practitioner, in consultation with families. The documentation of a One Plan will be

developed with the involvement of all parties including the child (where possible). Reviewing of the One Plan will occur with the family, the child (where possible) and educators.

Educators Responsibilities

- Clearly display this policy and educators regularly refer to the Behaviour Code.
- Provide experiences that encourage safe involvement and engagement.
- Regularly discuss and be explicit re safe/unsafe behaviours with children.
- Educators use that language that promotes positive choices and behaviours. Eg, we walk inside.
- Use an early intervention approach in identifying concerns re unsafe behaviours of children.
- Using verbal and non-verbal forms of communication such as visual aids, pictures, signs (see note below) or gestures.
- Provide intentional teaching and modelling of respectful behaviours.
- We understand that some children with special rights and/or learning difficulties/delays may have greater difficulty in coping with frustration, in learning to manage feelings and in understanding the reasons for them.
- Explicitly teaching calming strategies to help children self-regulate their emotions.
- Ensure families are aware of the Behaviour Code.
- Communicating with, and involving families, at the earliest opportunity to work together positively to assist the child's wellbeing and learning.
- Acknowledge and celebrate positive choices and behaviours and inform families of these.
- Work with families where children need continued support to engage safely and regulate their emotions.
- Involve Behaviour Coach or Child Wellbeing Practitioner as needed.

Family Responsibilities

- Familiarisation with the Behaviour Code.
- Support and encourage their child to understand the preschool procedures.
- Inform educators of any family issues and circumstances that may impact on the behaviour of their children.
- Educators will inform families of any behaviour concerns that involve their child. However, educators won't breach confidentiality by informing them of any other parent or child involved in any incident/s. Families will not approach any child or their family about any behaviour incident at the preschool. Please speak to an Educator or Preschool Leader.

References:

- Education and Care Services National Regulations, 2018.
- National Quality Standards, 2018.
- 'Acceptance and Refusal of Authorisations Policy', DfE, 2021.
- Department for Education policies and procedures available at: <https://www.education.sa.gov.au/department/policies>

Policy review

Quality area 7: Leadership and service management

To be reviewed:

2024