



## Behaviour Guidance Policy

At Port Lincoln Children's Centre we aim to provide an education and care service that provides a secure, respectful and stimulating environment which encourages children to co-operate, enhances their self-esteem and encourages their ability to interact with others, and where acceptable behaviour is promoted. The staff will endeavour to build positive relationships with children based on mutual trust and respect.

### As a Staff team we believe:

- All children have the right to feel secure and to learn and develop in a psychological and physical safe, environment.
- Children have the 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 wellbeing, learning and development.
- That the consideration of children's individual , and contextual needs are crucial to successful learning and the development of positive behaviours.
- That family consultation is valued and their individual perspectives respected.
- Children have the right to be supported by educator 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 behaviour and interactions by:

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play.
- Ensuring that limits set are reasonable and understood by all children and adults.
- Providing an enriching and engaging program that enables each child experience success, a sense of well being and gives opportunities to express feelings through sensory play 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 enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking , conflict resolution, independence, leadership, respect for others and communication.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour.
- Providing a safe inclusive environment free from bullying and harassment.

- 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 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 well being and learning.
- Assessing individual children's learning and development and reflecting on and reviewing our planned program and 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 limits and seeking support when required
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that they are supported by an educators all the time.

National Quality Standards

QA 5: Relationships with children Standards

5.1 Respectful and equitable relationships are developed and maintained with each child.

5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

Sources:

ACECQA Guide to the National Law and Regulations

PSC National Alliance Policies in Practice: Guiding and supporting children's behaviour.

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Signed