

Policy

Behaviour Code

Please note, this policy must be read in conjunction with other relevant policy and procedural information provided on the approved provider's website including:
[Behaviour support policy \(edi.sa.edu.au\)](http://edi.sa.edu.au)

NQS

QA2	2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QA5	5.1	Respectful and equitable relationships are maintained with each child.
	5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
	5.1.2	The dignity and rights of every child are maintained.
	5.2	Each child is supported to build and maintain sensitive and responsive relationships.
	5.2.1	Children are supported to collaborate, learn from and help each other.
	5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

NATIONAL REGULATIONS

Regs	155	Interactions with children
	156	Relationships in groups

EYLF

LO1	Children feel safe, secure, and supported.
	Children develop their emerging autonomy, inter-dependence, resilience and agency.
	Children develop knowledgeable, confident self-identities and a positive sense of self-worth.
	Children learn to interact in relation to others with care, empathy and respect.
LO2	Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens.
	Children respond to diversity with respect.
	Children become aware of fairness.
	Children become socially responsible and show respect for the environment.

Who is affected by this policy?

- Children
- Families
- Educators
- Governing Council

Aims

Our Service aims to ensure that all educators form positive relationships with children that enables them to feel safe and supported in the preschool. Educators will encourage positive relationships between children and their peers as well as with educators and volunteers at the preschool.

Purpose

Documented guidelines regarding behaviour, interactions and guidance for children help ensure that children, families and staff have a safe environment, and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

As an educator team we believe:

- All children have the right to feel protected and to learn and develop in a psychological and physically safe, environment.
- Children have a right to express their feelings and emotions and to be supported to manage these feelings and emotions and behaviours that underpin the development of positive 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 partnerships are essential and their individual perspectives are valued and respected.
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent guidance measures are implemented.
- No person has the right to make any child feel rejected, insecure, embarrassed or ashamed.

As a staff team we promote positive 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 guidance measures are reasonable and understood by all children and adults.
- Providing an enriching and engaging program that enables each child to experience success, a sense of wellbeing and gives opportunities to express feelings through sensory and all forms of play.
- Using positive verbal and non-verbal guidance.
- Demonstrating empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour.
- Planning opportunities for enabling the development of skills including resilience, agency, entry and exit when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- Communicating positively, using positive language and acknowledging and modelling respectful behaviour.
- 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 where possible.
- Engaging in 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 guidance measures and the reasons for these.
- Supporting children to problem solve, negotiate, find resolutions and manage their feelings, emotions and behaviours appropriately.
- 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 children's wellbeing and learning.
- Assessing individual children's learning and development and critically reflecting on and reviewing our planned and implemented program and how the active learning environment supports positive behaviours.
- Planning, implementing, monitoring, critically reflecting and reviewing individual behaviour plans in partnership with families and support services.
- Seeking assistance where required from Student Support Services.
- accompanying children to an alternative area when they are at risk of hurting themselves or others, ensuring an adult supports them to work through the situation aiming for positive outcomes for all involved.

At Loxton Preschool Centre we:-

Support and encourage these

ACCEPTABLE BEHAVIOURS:

Respecting and caring for each other

Sharing equipment / adult time

Taking turns

Being cooperative

Being polite to other children and adults

Listening

Helping someone

Using appropriate language and actions to express feelings

Being friendly

Including others

Appropriate use of manners

Valuing other people's property

Discourage these

UNACCEPTABLE BEHAVIOURS:

Harming and threatening others

Inappropriate language

Unsafe throwing – eg sand, toys, stones

Destruction of equipment/resources

Gun/sword play

Endangering self and others

Bullying

Deliberately excluding children

Sources

- Early Years Learning Framework (v2.0, 2022)
- National Quality Standard
- Department for Education Behaviour Support Policy [Behaviour support policy \(edi.sa.edu.au\)](https://www.edi.sa.edu.au/behaviour-support-policy) and Behaviour Support and Interactions With Children in Preschools [Behaviour support and interactions with children in preschools \(edi.sa.edu.au\)](https://www.edi.sa.edu.au/behaviour-support-and-interactions-with-children-in-preschools)
- Riverland Preschool Directors Group
- Consultation process completed and feedback included from children, staff, families and Governing Council members

Review

The policy will be reviewed bi-annually.

Review will be conducted by:

- Governing Council
- Educators/Employees
- Families
- Interested Parties

Document History	Version	Approved Date	Description of Change	Next Review Date
	1.0	01/06/2016	Policy Developed	01/12/2018
Reviewed	2.0	30/07/2019	Updated in line with NQS changes	30/07/2021
Reviewed	3.0	29/06/2021	Updated in line with Department For Education policy changes	29/06/2023
Reviewed	4.0	04/12/2023	All links have been verified Updated in line with Early Years Learning Framework (v2.0, 2022) and DfE Behaviour, Interactions and Guidance Code	04/12/2025

Approved by Governing Council 04/12/2023 Director's Signature 