



Behaviour, interactions, and guidance code

National Quality Standard 5 | Relationships with children

5.1 Respectful and equitable relationships are maintained with each child.

5.2 each child is supported to build and maintain sensitive and responsive relationships

National Quality Standard 2 | Children's health and safety

2.3 each child is protected

Purpose

- > This code provides documented guidelines regarding behaviour, interactions, and guidance for children to provide a safe, positive and inclusive environment for children, families staff and visitors. It will inform teaching practices which reflect site values, philosophy, EYLF V2 principles and practices, ECA code of ethics and the United Nations Rights of the child.

It is intended that this code will:

- > Ensure effective, consistent, and fair behaviour support for children and young people across education, early childhood, and care services in the department
- > Help children and young people to be safely included and participate in learning in a positive way that respects other students and staff
- > Develop the personal and social capability of children and young people to understand and exercise their rights and responsibilities so that they can fully contribute in their learning environments, and to their wider community

All behaviour support strategies implemented will be purposeful and directed at achieving the 7 core functions of behaviour support listed below. Educators will:

- > Promote, model and support productive and positive behaviour
- > Explicitly teach positive behaviour and expectations about behaviour
- > Intervene by using the least exclusionary methods to prevent, reduce or redirect behaviours of concern
- > Work with children, their families, professionals, and other key adults to understand the environmental, social and family context of a child or young person's behaviours of concern, and to use the capacity of these parties to support positive behaviour change
- > Provide visible, fair, and equitable behavioural responses that foster confidence and trust
- > Repair and restore relationships that have been harmed by behaviours of concern
- > Establish safety and wellbeing for people involved in behavioural incidents, and others

This code applies to all behaviour strategies and responses used by all staff for children at our site

Approvals

Status: Draft

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Approved by: | Director

Approved by: Name | Governing Council

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Our teaching team

We understand relationships and communication as fundamental keys to social emotional learning and wellbeing. To provide a learning environment which provides physical, emotional and cultural safety for educators, children and families **our teaching team will:**

- Create, model and promote safe, respectful and inclusive relationships with our children and families
- develop trusting relationships and a sense of safety and belonging for all children
- seek connections and consistency with families and educators for the shared responsibility to nurture positive and productive global citizens
- model and promote behaviour that reflects our site values of respect, equity and diversity in the every day through the following model:

BE SAFE	BE KIND	BE YOU
<ul style="list-style-type: none"> • To take risks • To explore • To inquire • To experiment • To seek help & comfort 	<ul style="list-style-type: none"> • To yourself • To others • To the living environment • To our learning resources 	<ul style="list-style-type: none"> • Be understood • Be heard • Be included • Be recognised • Be celebrated • Be, Belong & Become

Positive behaviours are fostered through the following responses:

- positive feedback to children & families
- be calm, predicable and fair in responses to behaviours of concern
- provide consistency in our routines and use of visuals to support transitions and explicit instruction
- effective and consistent responses to individual needs in a respectful, inclusive, calm and considerate manner
- provision of individualised regulatory, sensory & communication supports
- communicate regularly with families & carers with appointments made to discuss specific learning and developmental concerns and plan in partnership with allied health providers
- have consistent expectations for the safety of all living and non-living things (people, environment and resources)
- respond to incidents immediately and repair relationships through shared discussion to create an understanding of the impacts of behaviour upon others and the environment
- use the language of 'safe hands/feet', 'safe words' with a focus on developing connections, a sense of belonging and contribution to ensuring a safe learning community

- explicitly teach social and emotional skills of self regulation and collaborative play skills
- develop individual learning plans and refer concerns to allied health services
- engage in ongoing professional learning to grow knowledge, skills and confidence

Parents and caregivers

We recognise families as children's first teachers who shape and support children's positive behaviours in partnership with our program. Children are most likely to behave in a positive, inclusive, and respectful manner when they're supported by a caring adult who models this behaviour, and who teaches, guides, and supports the child to do the same.

Parents and families shape and support children's social and emotional learning by:

- modelling and promoting safe, respectful and inclusive relationships with others, across all environments
- supporting children to develop safe behaviours at home in their play (including online) and interactions with others within the community
- working with educators to resolve concerns following incidents to inform individual learning plans and create effective, informed strategies for learning
- sharing information and strategies provided by independent allied health services
- engaging with DfE specialist support services upon referral

Children

All behaviour is seen as a form of communication,

Children contribute to a positive and safe learning environment by:

- treating others in a way that demonstrates respect and inclusiveness
- ensuring verbal, physical and online interactions are safe, respectful, and inclusive
- safely intervening or seeking help from an adult to intervene when they see behaviours of concern
- supporting their friends to behave in safe, respectful, and inclusive ways if their friends are engaging in behaviours of concern, including by seeking help from trusted adults

Resources which inform this code:

[Behaviour support policy \(edi.sa.edu.au\)](http://edi.sa.edu.au)

[ECA-COE-Brochure-2016.pdf \(earlychildhoodaustralia.org.au\)](http://earlychildhoodaustralia.org.au)

[United Nations Convention on the Rights of the Child \(UNCRC\) \(unicef.org.au\)](http://unicef.org.au)

[Positive Behaviour for Learning \(edi.sa.edu.au\)](http://edi.sa.edu.au)

[Trauma informed practices – SMART training](#)



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Respect • Equity • Diversity