Para Hills West Preschool Behaviour Code

At Para Hills West Preschool we believe that everyone has the right to feel safe and secure all the time (staff and children). We acknowledge that children feel angry, frustrated and upset at times and we must help children to learn to recognise and express those feelings in an acceptable way.

We want all children to be safe, to share, to get along with others, to cooperate, to feel happy, respected, confident, relaxed, to make choices, take risks and be assertive.

We use the resources and tools from Reflect, Respect and Relate to monitor and support children's levels of wellbeing and involvement and to inform our program and practice and support children to develop their 'executive functions' (including self regulation, inhibitory (impulse) control, stop and think skills, ability to consider and adapt to other perspectives, contexts and views).

The behaviours we encourage are:
- recognising and being responsible for own actions and behaviours
- respecting and caring for each other
- sharing and turn taking
- be cooperative
- listening
- using appropriate language
- respecting and caring for materials, equipment and children's work/play
- positive interactions
- being polite
- helping
- good hygiene
- walking and using 'inside voices' when indoors

Ways we maximise positive behaviours include:
- supporting children to recognise and acknowledge emotions
- scaffolding children's responses and reactions to stimuli, situations and events (inc emotions)
- positive expectations and reinforcement
- modelling appropriate behaviours
- provide opportunities for discussions with children about feelings and expectations to help them to understand and manage them
- provide a flexible program to reflect children's interests and needs
- promote cooperative behaviour through activities, organisation of space and routines
- routines (including group activities, discussions and experiences)
- being aware of individual children's needs
- support children's self-esteem, emotional wellbeing and sense of belonging
• provide children with strategies to manage and deal with their own behaviours and feelings and the behaviours of others
• work with parents and families
• celebrate children's achievements

The behaviours which are not acceptable or appropriate are:

Physical
• hitting, kicking and pushing
• scratching and pinching
• spitting and biting
• throwing objects
• disruptive behaviour
• running and climbing inside the building
• unsafe behaviours that may cause damage to property or harm to self or others

Non-physical (emotional)
• bullying and threatening behaviour
• putting other children down
• verbal abuse, taunts, swearing and name calling
• destroying other children's work/play

Ways we minimise challenging behaviours include:
• redirecting
• rewarding and recognising children for appropriate behaviours
• not giving unacceptable behaviour attention as long as it does not compromise the safety of children and staff
• explicit teaching of social skills and strategies
• calming activities
• Offering choices/ give warnings
• repairing damage caused
• talking to the children about their behaviour
  1) if the behaviour(s) are repeated staff will talk to the child about the reasons why the behaviour is not acceptable and offer choices
  2) if the behaviour continues the child will be removed from the activity for a brief period and encouraged to think about what they could do differently
  3) the staff will talk to children prior to re-entry into play about the repercussions of their actions.

Informing children
• Discussions with children of centre expectations and routines at the start of each term and as necessary during the term
• As incidents occur, discussions take place with those involved
• As part of inquiries and focused teaching (including the Child Protection Curriculum)
Consulting and informing parents
- When significant incidents occur these are discussed with the families involved eg. What occurred, steps taken etc.

How parents can help support the Site Behaviour Code
- be supportive of staff
- communicate with staff
- through discussion with staff implement consistent strategies

Informing staff
- induction
- clear communication and discussion
- Individualised learning plans for children (as appropriate)

How staff can help support the Site Behaviour Code
- support each other
- model appropriate behaviour
- use consistent strategies
- clear communication and discussions with parents, other staff and DECD staff
- referral to other agencies as appropriate
- use of the RRR tools and evaluation of children’s levels of wellbeing and involvement to monitor and inform the program, practice and provision for children
- support children to recognise their own feelings and the feelings of others and support children to manage their feelings
- be fair and patient
- make learning relevant and manageable for the children (developmentally appropriate)
- value the uniqueness of every child
- be positive

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