



Behaviour Guidance Code

Policy Statement

Documented guidelines regarding behaviour 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.

Supporting Evidence

"An important aspect of children's 'belonging, being and becoming' involves them learning how their behaviour and actions affect themselves and others and developing the skills to regulate these independently. Educators can support children to develop these skills by guiding children's behaviour as a mediator and helping children to negotiate their rights in relation to the rights of others." ([ACECQA, 2018](#))

"Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention." ([United Nations Convention on the Rights of the Child](#))

Implementation

As a staff team, we believe:

- All children have the right to feel secure
- All children have the right to learn and develop in a psychologically and physically safe environment
- Children have a 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 occur 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 educators 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 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 limits set 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 other forms of play
- Using positive verbal and *non-verbal* guidance
- Understanding warning signs to avoid escalation and using de-escalation techniques
- Modelling correct and appropriate behaviours and providing role play scenarios to understand emotional regulation
- Demonstrating 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
- 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 behaviours that poses challenges or safety risks by:

- Reminding children of expectations and limits and the reasons for these
- Using appropriate tracking and monitoring documentation
- Supporting children to problem solve, negotiate, find resolutions and manage emotions 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 the child's wellbeing and learning
- Assessing individual children's learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours
- Planning, implementing, monitoring and reviewing individual plans in partnership with families and support services as necessary
- Being aware of our limitations and seeking assistance when required
- Developing an understanding of individual children's escalation profile and relevant de-escalation techniques
- Develop our understanding of a range of de-escalation techniques and co-regulation strategies to support our children
- Withdrawing surrounding children and staff when a child is at risk of hurting themselves or others, ensuring that an adult stays with them to support them to regulate
- 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
- Accessing professional development for staff, reflecting current research
- Staff will be trained in protective practices and encouraged to use these

Working with families, health services & industry

Our Centre:

- Works with Student Support Services (particularly Inclusive Educators and Behaviour Coaches) for students who exhibit challenging behaviours





- Liaises with allied health professionals and NDIS providers of individual students with parental consent
- Communicate with and involve families to positively work together to assist their child's wellbeing and learning

Related Legislation

- [Education and Care Services National Regulation](#)
 - Regulation 12 – Meaning of serious incident
 - Regulation 84 – Awareness of child protection law
 - Regulation 155 – Interactions with children
 - Regulation 156 – Relationships in groups
 - Regulation 168 – Education and care service must have policies and procedures
 - Regulation 170 – Policies and procedures must be followed
 - Regulation 171 – Policies and procedures to be kept available
 - Regulation 172 – Notification of change to policies or procedures
 - Regulation 175 – Prescribed information to be notified to the Regulatory Authority
- [Education and Early Childhood Services \(Registration and Standards\) Act 2011, Schedule 1 Education and Care Services National Law \(South Australia\)](#)

Sources

- [National Quality Standards](#)
 - Element 2.1.1
 - Element 2.2.1
 - Element 5.1.1
 - Element 5.1.2
 - Element 5.2.2
- [ACECQA Information Sheet – Supporting children to regulate their own behaviour](#)
- [United Nations Convention on the Rights of the Child](#)

Revision Register

Version Number	Details of Changes Made	Date Issued
1	Policy creation	April 2013
2	Nil	April 2015
	Nil	April 2016
3	Accessing professional development for staff - added	April 2017
	Nil	April 2019
4	Section on working with families, health services and industry – added Supporting Legislation and sources – added Escalation profile and de-escalation techniques – added	November 2021
5	Co-regulation strategies to support our children added	August 2023
6	Special educator update to Inclusive educator Additional regulations added	May 2024

