



Government of South Australia  
Department for Education



# *Penong & Coorabie Districts School*

## *Early Learning Centre*

*"Learning Together"*

Penong Primary School      Coorabie Rural School  
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### BEHAVIOUR GUIDANCE CODE

At Penong ELC the KidsMatter Early childhood Mental Health Initiative is embedded in our practice and guides interactions with children.

#### **As a staff team we believe:**

- All children have the right to feel secure and to learn and develop in an environment that is psychologically and physically safe and which best supports their mental health.
- Children have the right to express their feelings and to be supported to develop positive behaviours that form the basic 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 critical 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 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 many 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 opportunities for the development of skills, including resilience, 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 behaviour expectations and consequences.
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible.
- Creating positive relationships with families and encouraging open two way communication with families to ensure that each child's rights are met.

## BEHAVIOUR GUIDANCE CODE

### **We will provide to challenging behaviours by:**

- Looking for the emotional need underlying the behaviour.
- 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 wellbeing and learning.
- Assessing individual children's learning and development and reflecting on and reviewing our planned program and how the learning supports positive behaviours.
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services.
- Being aware of our limitations and seeking assistance when required, withdrawing children when they are at risk of hurting themselves or others, ensuring that they are supported by an educator all the time.

**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.**