



BEHAVIOUR GUIDANCE (including bullying and harassment)

Rationale

All children have the right to feel secure and to learn and develop in a safe environment. We know that behaviour is an expression of feelings, and is a way of communicating needs, anxieties, concerns, pride, happiness and more. Our role is to help children to express their feelings in a manner that shows care, respect and empathy for others.

We encourage children and adults to:

- be respectful and demonstrate care towards themselves, other people, the environment and our resources;
- share, cooperate and collaborate with others;
- interact positively, with kindness and understanding;
- keep themselves and others safe.

As a staff team we promote positive behaviour and social interactions by:

- engaging children in the development of the centre's behaviour expectations (we all have the right to feel and be safe);
- explicitly teaching children social skills and continuously supporting social development in a variety of ways, including use of the "What's the Buzz?" program for early learners;
- explicitly teaching children to develop skills in identifying their own feelings and the feelings of others (using The Zones of Regulation program);
- helping children to begin to understand the impact of their own behaviours on the feelings and wellbeing of others;
- being good role models, interacting with positivity, kindness and respect;
- using effective communication techniques that are tailored to each child's developmental capacity (e.g. use of visuals);
- demonstrating empathy and sensitivity towards every child, ensuring that behavior expectations are reasonable and that we are responsive and flexible when required;
- supporting children's capacity to negotiate and resolve conflicts appropriately, using positive verbal and non-verbal guidance;
- working together with families to develop goals and consistent strategies to support the child's behaviour, wellbeing and learning.

We will respond to challenging behaviours by:

- reminding children of expectations and the reasons for these;
- supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately;
- supporting children to empathise with others and restore relationships;
- calmly removing others from the vicinity of a child whose behaviour is unsafe or disruptive;
- being aware of our limitations and seeking assistance from another staff member when required;
- communicating with and involving children's families at the earliest opportunity (this includes families of children who are the recipients of another child's unacceptable behaviour);
- frequently reflecting on and reviewing our program, practices and routines to ensure that they support the development and use of positive behaviours;
- developing, implementing, monitoring and reviewing children's individual behaviour plans (where required) with families and support services.

Bullying and harassment:

We all make mistakes sometimes and say or do things that we don't really mean, but bullying and harassment behaviours are unacceptable. Deliberate and repeated actions that include being emotionally hurtful, putting others down, physically harming, being disrespectful, using bad language and shouting involves the misuse of power, and will be considered as bullying and harassment. These behaviours will be managed by the Director in collaboration with families.