

# Elizabeth Vale Preschool Behaviour Code of Conduct policy



## National Quality Standard 4.2

### Rationale

At Elizabeth Vale Preschool we strive to provide a quality education program in a positive, caring and safe environment which meets the needs of all children. The Preschool recognises the significance of family, culture and personal life events in the development of children's early lives and as such places importance on working with families in mutually respectful partnerships. Young children need time, opportunity and space to learn with other children; how to play, share and take turns; and how to care for others as well as their environment. As educators, we play a significant role in shaping children's thinking and behaviour.

### Over-riding considerations to this policy

All adults working with the children are legally bound under the Child Protection Act 19 to respond to abuse and neglect of children.

## 1. TITLE

Elizabeth Vale Preschool Behaviour Code of Conduct Policy

## 2. PURPOSE

The Behaviour Code of Conduct Policy will ensure that children, families and staff have a safe environment, and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

## 3. SCOPE

The following people are expected to behave in a respectful manner and comply with this code of conduct:

- Employees of the Department for Education and Child Development
- Governing Council Members
- All service provider personnel delivering programs or services at the Preschool
- All service providers visiting the Preschool
- Preservice teachers
- Children
- Parents/carers of children
- Volunteers working within the Preschool
- All others involved with the Preschool

## 4. POLICY DETAILS

### Be Respectful

We are respectful of ourselves and other people. We are respectful of the ideas and feelings of others. We are respectful of the environment, equipment and materials.

### Be Safe

We work, learn and play safely to help keep ourselves and others from getting hurt.

### Be Cooperative

We solve our problems by talking and listening to each other respectfully to find a solution. When we cannot solve a problem ourselves, we ask for help.

### Be Supportive of Learning

We are open to our own learning and the learning of others.

We understand that at times children may display inappropriate behaviour for a variety of reasons. The developmental capabilities of each child will always be considered when determining both expectations for behaviour and consequences of inappropriate behaviour.

### **Inappropriate use of Technology:**

All children and adults must use mobile phones, email, social media, internet and electronic devices according to this code of conduct. This protects people's privacy, well-being and the confidentiality of information.

**The following behaviours by children, staff, parents and others involved in the Preschool are unacceptable:**

- All forms of bullying or harassment (physical, verbal, emotional, social or cyber bullying), including comments, actions, or visual displays that are intentional, hurtful and repetitive.
- All forms of abuse (sexual, physical or psychological), including verbally, in writing or otherwise discrimination against any person or group because of their race, colour, ancestry, nationality or place of origin, ethnic background, religion, age, sex, gender-determined characteristics, sexual orientation, marital and family status, source of income, political belief, and physical or mental disability.
- Actions that put another person at risk of harm, including violent physical acts (with or without a weapon) and threatening someone.

**We actively strive to create an environment that supports the health, safety and wellbeing of the children by:**

- Having realistic and developmentally appropriate expectations for behaviour.
- Setting up the environment and materials to encourage appropriate behaviour and reduce potential for inappropriate behaviour.
- Planning a program based on children’s interests, developmental and cultural needs.
- Establishing consistent yet flexible schedules and routines that help children gain trust, security and self-control.
- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play.
- Providing a rich and engaging program that enables each child to experience success, a sense of wellbeing and gives opportunities to express feelings through sensory experiences and other forms of play.
- Use of positive verbal and nonverbal guidance.
- Use empathy and sensitivity with each child, being mindful of the variety of factors that influence behaviour.
- Plan opportunities for the development of skills including resilience, entry and exit play skills, appropriate risk taking, conflict resolution, independence, respect for self and others, and communication.

**We create a positive environment for children, parents, staff and others involved in the Preschool by:**

- Developing positive relationships, including making time to talk and listen.
- Establishing clear, consistent, expectations.
- Explicitly teaching children about preschool expectations.
- Working together to solve problems.
- Modelling and encouraging appropriate behaviour.
- Providing family support to assist families to make changes and access services.
- Providing information for staff regarding Department for Education Employee Assistant Programs.

**We will consistently respond to inappropriate behaviour by children, families, staff and others involved in the Preschool by:**

- Informing people of expectations.
- Reminding people of expectations.
- Using a respectful approach to explain why a behaviour is inappropriate and what behaviour is expected.
- Talking only about the behaviour, not labelling the person.
- Responding sympathetically and acknowledging feelings.
- Establishing natural, logical consequences.
- Facilitate pathways to access additional services as needed.

**Depending on the severity and frequency of the behaviour, we will consider further steps such as:**

- Using behavioural analysis to learn what may be contributing to a child’s inappropriate behaviour and how to help reduce or replace the behaviour.
- Having a formal or informal meeting to discuss concerns and to develop an action plan to encourage appropriate behaviour.
- Accessing outside resources for help, such as Medical, Therapeutic or Advocacy/Cultural Advisory Agencies.
- Make a formal complaint if the behaviour involves discrimination or harassment.

**In extreme cases, we will take additional steps such as:**

- Initiate disciplinary processes against a staff member.
- Suspend or withdraw services because of a child’s or family member’s inappropriate behaviour.
- In the case of a visitor or volunteer, not allow the person to return to the Preschool.
- Contact the police if the behaviour is illegal such as abuse, assault or threatening another person.
- Withdraw from partnerships agreements with agencies.

**5. MONITORING, EVALUATION AND REVIEW**

**Monitoring:** Julie Murphy Principal

**Implementation:** All Educators

**Approved date:** 1<sup>st</sup> July 2020

**Policy reviewed:** June 2023

**Next review:** June 2026

This policy will be shared with all new staff and families and is available on the Elizabeth Vale School website and in the Preschool Policies Folder.

**References:**

- Early Childhood Australia Code of Ethics
- SA Public Services Code of Ethics
- DECD – Practices with Children
- Early Years Learning Framework
- Manitoba Childcare Safety Charter
- United Nations Rights of the Child
- United Nations Human Rights
- South Australia Equal Opportunities Act
- Disability Discrimination Act
- Education and Care Services National Regulations  
<https://myintranet.learnlink.sa.edu.au/library/document-library/regulation/early-childhood-services/156-part-4-5-relationships-in-groups.pdf>  
[https://edi.sa.edu.au/supporting-children/behaviour-and-attendance/behaviour-support/preschools-and-children/Behaviour support and interactions with children in preschools \(edi.sa.edu.au\)](https://edi.sa.edu.au/supporting-children/behaviour-and-attendance/behaviour-support/preschools-and-children/Behaviour%20support%20and%20interactions%20with%20children%20in%20preschools%20(edi.sa.edu.au))

The Australian Children's Education & Care Quality Authority (ACECQA) defines 7 quality areas under the National Quality Standard (NQS).

- National Quality Standard 2.2 provides guidance about children's health and safety.
- National Quality Standards 5.1 and 5.2 provide guidance about relationships with children.
- Preschools may find these additional resources helpful when developing a site behaviour code,

