We believe that everyone has the right to feel safe and secure all of the time and that children should respect themselves, each other, staff, the environment and resources.

We accept that children feel angry, frustrated and upset at times and need help to express these feelings appropriately.

**Staff will:**

- Role model positive behaviour, including expressing feelings and emotions through appropriate language or appropriate actions, as defined in the Child Protection Curriculum.
- Will use positive language at all times.
- Verbally reinforce positive behaviours in children at every opportunity, recognise frustration and acknowledge it.
- Involve children in defining the limits of safe / unsafe behaviours (including bullying) and strategies for supporting positive behaviours.
- Maintain consistency and respect for each child’s dignity in guiding children’s behaviour.
- Explain the reasons for intervention and consequences to the children – emphasise that it is the behaviour/actions that are not acceptable.
- Staff will communicate and liaise with families regarding their child’s behaviour guidance to ensure continuity of care for the child and adopt a collaborative approach.
- Be aware of different cultural practices in regards to child behaviour guidance.
- Endeavour to provide useful resources to parents to assist them with behaviour guidance issues/concerns.
- Refer children when their challenging behaviour/s are of ongoing concern to DECD support service and plan, implement, monitor and review individual behaviour plans in partnerships with families and support services.
- Differentiate the curriculum to meet individual needs where possible.
Supporting Positive Behaviour:

If a child is demonstrating unsafe behaviour staff will:

● Discuss why the behaviour is not acceptable. Suggest options or allow the child to suggest acceptable options to re-direct to positive behaviour. Allow opportunities for the child to observe role modelling of positive behaviours.
● If the child’s unsafe behaviour continues, the child will need to be redirected to a different area or activity.

*In the case of a child/ren with individual learning plans (ILP) staff with refer to this for behaviour guidance.

However, if the child’s behaviour is dangerous (e.g. potential harm to themselves/child/staff) or bullying another child, the child will be removed from the situation immediately and staff will review the circumstances and potential consequences of the incident with the child/ren and parent/s.

In extreme circumstances staff may contact parents for assistance.

REVIEWED: September 2015
TO BE REVIEWED: September 2016