5.1 Respectful and equitable relationships are developed and maintained with each child.
5.1.1 Interactions with each child are warm, responsive and build trusting relationships.
5.1.2 Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
5.1.3 Each child is supported to feel secure, confident and included.
5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.
5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities.
5.2.2 Each child is supported to manage their own behavior, respond appropriately to the behavior of others and communicate effectively to resolve conflicts.
5.2.3 The dignity and rights of every child are maintained at all times.

Policy Statement
- We accept that children feel angry, frustrated and upset at times and need to express these feelings appropriately.
- Staff and parents/guardians need to share responsibility, being consistent at all times, creating a safe, secure environment for all children and modeling appropriate behaviours.
- Whilst on the premises, parents/guardians will abide by the Centre’s Behaviour Code, especially if they discipline their child. Under no circumstances should they discipline other children. If this occurs, a staff member will talk to the parent/guardian and inform the Director.
- All parents/guardians will be notified of this policy.

Rationale
- We believe that everyone has the right to feel safe all the time.
- Children learn most effectively when they experience success in a supportive environment which fosters the development of respectful relationships, co-operation with others and empathy.

Strategies, Practices and Procedures

<table>
<thead>
<tr>
<th>ACCEPTABLE BEHAVIOUR EXAMPLES</th>
<th>UNACCEPTABLE BEHAVIOUR EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respecting and caring for others</td>
<td>Physical violence including:</td>
</tr>
<tr>
<td>Sharing and taking turns</td>
<td>- Hitting / pushing</td>
</tr>
<tr>
<td>Being cooperative</td>
<td>- Kicking</td>
</tr>
<tr>
<td>Participating in activities</td>
<td>- Hair pulling</td>
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<tr>
<td>Being friendly</td>
<td>- Pinching</td>
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<tr>
<td>Listening</td>
<td>- Throwing sand</td>
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<tr>
<td>Helping</td>
<td>- Biting</td>
</tr>
<tr>
<td>Using appropriate social language and actions (eg. Please stop it, I don’t like it!)</td>
<td>Swearing</td>
</tr>
<tr>
<td>Valuing other people’s property (including something they have made or built)</td>
<td>Teasing / name calling</td>
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<tr>
<td>Walking inside the building</td>
<td>Speaking unkindly or rudely</td>
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<td></td>
<td>Excluding other children (“You can’t play!”)</td>
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<td></td>
<td>Playing with sticks</td>
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<td></td>
<td>Climbing fences</td>
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<td></td>
<td>Running inside the building</td>
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<td></td>
<td>Destruction of property (including plants and trees)</td>
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<tr>
<td></td>
<td>Violent games using toy / imaginary guns etc. (These games and toys can be frightening for some children and are not permitted at the centre.)</td>
</tr>
</tbody>
</table>
To promote acceptable behaviour:

- Set clear goals and consistent rules/limits that are simple and suitable for the age group.
- Give children the positive behaviour we expect first eg. Please walk inside.
- Be available to children when they report inappropriate behaviour (i.e. follow up concerns rather than dismissing them)
- Help children learn to recognise and express their feelings in an appropriate way.
- Help children realise the consequences of their behaviour – getting them to help if they have hurt someone eg. get a tissue, help them up etc.
- Help children solve their problems in a non-threatening way - encourage and support children, offer solutions to conflict in a positive way.
- Redirect or change the play environment to make play safer - explain and discuss these changes with the children.
- Let children know as often as possible that they have behaved in an acceptable way through smiles, positive gestures (clap, thumbs up, high-five) and comments that reinforce the positive consequences of appropriate behavior for everyone.
- Children copy adults, so we model appropriate behaviour at all times.
- Use books/songs/games/puppets/ TV characters that promote acceptable behaviour.
- No form of corporal punishment or language which demeans or belittles children will be tolerated at the centre.

If unacceptable behaviour continues, staff will:

- Tactically ignore the behaviour if it isn’t affecting others.
- Explain why the behavior is inappropriate and suggest a positive alternative.
- Give warnings.
- Use ‘calm down time’ or ‘time away’ (to be implemented by trained staff and not volunteers/students).
- Inform parents/guardians of steps taken and discuss future tactics

In the case of highly disruptive behavior, children may be removed from the group to walk or sit with an adult for a short period of time in order to calm down, keep other children and staff safe and allow the regular program to continue.

In the case of extreme, violent or of out of character behaviour, parents of both the perpetrator of the behaviour and the victim (if applicable) will be contacted at the earliest opportunity and informed about the incident.

The child will be given specific feedback about their behaviour and what behaviour is expected next time. If a child needs repeated time away, parents/guardians will be informed. We will then endeavour to work with the child, family and staff to promote acceptable behaviour.

We will offer support (including referral for Support Services as required) and information to parents/guardians and children who may need additional help with behaviour management.

Policy Created/Reviewed Date - March 2012
Review Due Date - March 2013

Approval Signatures

Governing Council Chairperson
Director