



Banksia Park Kindergarten

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

Behaviour, Interactions and Guidance Code

Reviewed May 2022

Rationale

At Banksia Park Kindergarten, we believe children develop trust, positive self-esteem and confidence through the provision of a supportive and nurturing environment. Children learn through testing out ideas, challenging each other's thinking and building new understandings. Underlying this is the importance of educators developing responsive, warm, trusting and respectful relationships that promote children's wellbeing, self-esteem, sense of security and belonging. This code outlines the guidance approach taken at the kindergarten to promote positive interactions with children as well as supporting children to self-regulate their emotions and behaviours.

As a team we believe:

- > all children have the right to feel protected and develop in a psychological and physically safe environment
- > children have the right to express their feelings and emotions, and be supported to manage these feelings, emotions, and behaviours that underpin the development of positive relationships with peers and adults
- > effective communication and learning occurs when families and educators work together to develop common goals for children's wellbeing, learning, and development
- > consideration of children's individual and contextual needs are crucial to successful learning and the development of positive behaviours
- > family partnerships are essential and their individual perspectives are valued and respected
- > children have a right to be supported by educators who model appropriate behaviours and ensure consistent guidance measures are implemented
- > no person has a right to make any child feel rejected, insecure, embarrassed, or ashamed

Supporting Children

It is important that educators, children and families cultivate a shared understanding of positive behaviour and how this supports effective teaching and learning. We each have a role to play in making sure our care settings are safe, positive, and inclusive environments. This involves addressing behaviours of concern when they occur and supporting those involved and affected by these behaviours. Additionally, it is important to recognise that supporting positive behaviour requires a partnership between educators, parents and families, and children.

How we support children

Our educators have a key role in creating and maintaining supportive and safe learning environments and will:

- > plan for and provide an environment that promotes a sense of belonging, being and becoming by providing enhanced opportunities for learning through play
- > ensure that the limits that are set are reasonable and understood by all children and adults
- > provide an enriching and engaging program that enables each child to experience success, a sense of wellbeing and gives opportunities to express feelings through sensory activities and other forms of play
- > use positive verbal language, facial expressions and tone of voice when redirecting or discussing children's behavior with them
- > respond promptly to children's disruptive behavior by acknowledging their feelings, spending time with them and suggesting alternative ways of responding

- > be patient, gentle, calm and reassuring even when children strongly express distress, frustration or anger
- > demonstrate empathy and sensitivity to each child, while being mindful of the variety of factors that influence behavior, as well as talking to children about the importance of empathy, treating others equally and celebrating differences
- > support children to treat each other with dignity and respect in their interactions
- > encourage children to reflect on and consider the impact of their behaviour
- > plan opportunities for the development of skills, including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication skills
- > interact with children, using positive language and acknowledging and modelling respectful behaviour
- > value children as individuals within their family and cultural context
- > involve children in goal setting, developing group norms and the development of behavioural expectations and consequences
- > intentionally teach appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices where possible
- > promote safety and wellbeing to children by implementing the 'Keeping Safe Child Protection' Curriculum
- > encourage open, two-way communication with families to ensure that the rights of all children are met

How families can support children

Parents and families are their child/ren's first and ongoing teachers. Parents and families shape and support their child/ren's positive behaviours when they:

- > model and promote safe, respectful, and inclusive relationships with your child/ren, other children and young people, other parents/caregivers, and educators
- > support your child/ren to develop safe behaviours at home, including monitoring what children are exposed to in regard to screen time content (movies, programs, online, games etc.)
- > talk to your child/ren about behaviour including unsafe behaviours to help them understand what it is, why it is harmful, and how to respond
- > work collaboratively with educators to resolve concerns about behaviour when incidents occur, including discussing issues as soon as possible
- > consider recommendations and engage in specialist support through internal service providers and external organisations

How children can contribute

All children are able to contribute to their learning and the learning of others when they:

- > treat others in a way that demonstrates respect and inclusiveness
- > ensure their verbal and physical interactions are safe, respectful, and inclusive
- > safely intervene or seek help from an adult to intervene when they see behaviours of concern
- > support their friends to behave in safe, respectful, and inclusive ways if their friends are engaging in behaviours of concern by seeking help from trusted adults

Examples of Acceptable and Unacceptable Behaviour

Acceptable Behaviours at Banksia Park Kindergarten

- > Participating in activities
- > Sharing equipment and materials
- > Taking turns
- > Being kind and friendly
- > Listening to others
- > Helping others

- > Respecting and accepting each other's differences, cultures and backgrounds
- > Respecting the kindergarten and physical environment

Unacceptable Behaviours at Banksia Park Kindergarten

- > Bullying behaviours (e.g. those which hurt others physically, verbally or emotionally)
- > Those which are dangerous to the children themselves, or to others (e.g. throwing equipment or running inside)
- > Physically hurting or frightening others (e.g. kicking, biting, spitting, punching, pushing others)
- > Hurting or frightening others through words (e.g. name calling and insults)
- > Spoiling the achievements of others (e.g. deliberately knocking down other children's block building)
- > Behaviours which interfere with the daily routines such as being disruptive during group times, packing up, etc

Educator Responses to Unacceptable Behaviours

- > reminding children of expectations and guidance measures, and the reasons for these
- > supporting children to problem solve, negotiate, find resolutions, and manage their feelings, emotions and behaviours appropriately
- > using Restorative Justice practices that support children to empathise with others and restore relationships e.g. How would you feel if....., What would happen if.....
- > 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 critically reflecting on and reviewing our planned and implemented program and how the active learning environment supports positive behaviours
- > being aware of the kindergarten's limitations and seeking assistance as required e.g. Student Support Services, Psychologist
- > supporting children in the development of self-regulation techniques
- > children are supported to use 'Calming down' area, ensuring an educator supports them to work through the situation aiming for positive outcomes for all involved
- > staff members will ensure they are looking at ways to meet the child's needs, such as being calm in interactions and finding ways to diffuse and redirect behaviours quickly
- > participating in staff development that informs us of strategies that can be used to support children with difficult behaviours
- > if behaviours that make other children and staff feel unsafe or threatened, bad language and /or physical behaviours towards others continue, despite all of the above being implemented, then meetings will be held with support services and the child's parents. An agreement will be made to reduce attendance hours. A plan will be put in place with steps to be followed to enable the child to progress towards attending for longer hours. This plan will be reviewed as needed.

Supporting Information

- > National Quality Standard 5.1, 5.2 Regulations:155,156
- > Behaviour Guidance Code (DfE)
- > Early Years Learning Framework
- > Keeping Safe Child Protection Curriculum

Approved and Checked

Governing Council Approval: May 2022
 Preschool Director: Meg Green
 Governing Council Chairperson: Jane Mangos
 Next Review Date: 2025