

Interactions with Children: Site Behaviour Support Policy

At Acacia Kindergarten we believe that a child's behaviour is a form of communication and is driven by a need for emotional connectedness. Children need an emotional connection with adults as a secure base to go and explore the world, and a safe haven to come back to when needed. Children need educators who are present, consistent, bigger, stronger, wiser, and kinder.

At Acacia Kindergarten we recognise that

- Children come with varying cultural backgrounds and home environments.
- Children come with learning differences and have learning rights.
- Children are learning about different values and expectations when they attend kindergarten.

At Acacia Kindergarten we believe that

- Everyone has a right to feel secure in a safe learning environment.
- The consideration of children's individual and contextual needs are crucial to successful learning and the development of positive behaviours.
- Children are more likely to explore and engage positively with others when they have a strong sense of belonging, and have formed strong, secure attachments with trusted educators.
- Children are developing personal responsibility, self-regulation and are learning how to organise and regulate their emotions and sensory needs.
- Children are learning and practicing social skills. This includes sharing, turn taking, conflict resolution, effective communication, and play skills. Children need time to practice these skills, and some need more support from educators than others.

At Acacia Kindergarten we will promote positive behaviours and interactions by:

- Forming positive, secure, and trusting relationships with children and their families.
- Be warm and responsive, providing a secure base for children when needed and encouraging them to explore their world.
- Interacting positively.
- Modeling respectful interactions between adults and families.
- Plan for and provide opportunities that promote a sense of belonging, being and becoming in a playful learning environment.
- Intentionally plan for, teach, model and reinforce safe behaviours and social skills.
- Intentionally plan for, teach, model and support children to recognise and understand feelings of themselves and others.
- Use various communication methods, including the use of clear consistent visuals to support children's understandings.
- Take time to understand a child's emotional needs and respond appropriately to them.
- Using positive verbal and non-verbal guidance.

We will respond to challenging behaviours by:

- Using a simple thumbs up or thumbs down gesture to clue the child(ren) into whether their behaviour is acceptable or not.



- Supporting children to problem solve, negotiate, find resolutions, recognise feelings, and manage emotions appropriately.
- Observe closely and intervene when needed to ensure the safety of all children.

- If the problem persists a child is unable to settle, we may need to give children the choice of
 - staying safely at the experience
 - re-directing the play or
 - re-directing the child.
- Providing calming areas that give children an opportunity to unwind and settle. Locate these in places where the child can see others, yet the attention of others is not drawn to him or her. We provide sensory tools and visuals to support children to self-regulate
- For staff to be aware of their own limitations and seek assistance when required.
- Educators use Circle Of Security (COS) and Berry Street Education Model strategies to be with children to assist them to co-regulate/self-regulate during times of dysregulation.

Unacceptable/dangerous behaviours that are repeated or prolonged, require considered intervention.

- Educators will work with parents/guardians and share information, strategies and offer support to ensure a consistent approach is maintained between kindergarten and home expectations.
- Further support and intervention may be required. This may involve DfE Support Services or other agencies.
- A Behaviour Support Plan will be developed by educators, parents, and DfE Support services.

This policy has been guided by: the Early Years Learning Framework, National Quality Standards, Respect Reflect Relate, Circle of Security, Berry Street Education model, Health professionals, DfE policies, Protective Practices, and the DfE Code of Conduct.