



Brentwood Drive Kindergarten

79 Brentwood Drive, Huntfield Heights, SA, 6173

Phone: 8384 2783

Email: dl.3612.leaders@schools.sa.edu.au

Behaviour Guidance

National Quality Standard 5.1, 5.2 Education and Care Services National Regulation 168 (2) (i)
Related Key Regulations: 155, 156

Documented guidelines regarding behaviour and guidance for children help ensure that children, families and staff have a safe environment, and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

As a staff team we believe:

- all children have the right to feel secure and to learn and develop in an emotionally and physically safe, environment
- children have a right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and adults
- effective communication and learning occurs when families and educators work together to develop common goals for a child's wellbeing, learning and development
- that the consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours
- that family consultation is valued and their individual perspectives respected
- children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set

As a staff team we promote positive behaviour and interactions by:

- planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- ensuring that limits set are reasonable and understood by all children and adults
- Providing an enriching and engaging program that enables each child to experience success, a sense of well being and gives opportunities to express feelings through sensory and other forms of play
- using positive verbal and non verbal guidance
- demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
- planning enabling 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
- interacting positively, using positive language and acknowledging and modelling respectful behaviour
- valuing children as individuals within their family and cultural context
- involving children in goal setting, developing group norms and the development of behavioural expectations and consequences
- intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible

- encouraging open two-way communication with families to ensure that each child's rights are met.

We will respond to challenging behaviours by:

- reminding children of expectations and limits and the reasons for these
- supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately
- using Restorative Justice practices that support children to empathise with others and restore relationships
- communicating with and involving families at the earliest opportunity to work together positively to assist the child's well being and learning
- Documenting behaviours in the Antecedent, Behaviour, Consequence (ABC) folder to monitor patterns and implement proactive actions - adding
- Use the ABC data (identified in point above) in planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services- adding
- assessing individual children's learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours
- planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services
- being aware of our limitations and seeking assistance when required
- withdrawing children when they are at risk of hurting themselves or others, ensuring that an educator is with them all the time, supporting them while they regulate their emotions.