

# BEHAVIOUR, INTERACTIONS AND GUIDANCE CODE

## Rationale

Documented guidelines regarding behaviour and guidance for children help ensure that children, families and staff have an inclusive and safe environment, and consistency and clarity around acceptable behaviour and guidance measures that will be implemented. Educators develop a positive environment and effective practices to respond to behaviour.

### As a staff team we believe:

- All children have the right to feel secure and to learn and develop in a psychological and physically safe, environment
- Children have a right to express their feelings and emotions and 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 a child's well being, 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 valuable and respected
- Partnerships with families and community are valued and respected
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent guidance measures are implemented
- No child should be made to feel rejected, insecure, embarrassed or ashamed

### As a staff team we promote positive behaviour and respectful 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 guidelines 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 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
- Create and maintain inclusive, supportive and safe learning environments for all children

### We will respond to challenging behaviours or risks to safety by:

- Reminding children of expectations and the reasons for these
- Supporting children to problem solve, negotiate, find resolutions and manage emotions and behaviours appropriately
- Using Restorative Justice practices that support children to sympathise and develop the ability 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
- Ensuring appropriate records and documents are kept of behavioural management responses
- Assessing individual children's learning and development, and actively reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours
- Planning, implementing, monitoring and reviewing individual plans for children, in line with Protective Practices, and in partnership with families and support services

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- Use the relevant curriculum (Early Years Learning Framework and Keeping Safe: Child Protection Curriculum) to design and teach learning programs that support the positive behaviour of children and young people and maximises their wellbeing, engagement, intellectual challenge and achievement.
- Engaging in critical reflective practice conversations to evaluate our practices and seek assistance when required
- Accompanying children to an alternative area when they are at risk of hurting themselves or others, ensuring an adult supports them to work through the situation aiming for positive outcomes for all involved
- Making use of this time as a point of learning for educators and other children.