

BEHAVIOUR, INTERACTIONS & GUIDANCE CODE

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.

The strategies/approach in this policy will also apply to incidences of Bullying within our site.

As a staff team we believe:

- everyone has the right to feel safe all the time.
- all children have the right to feel protected and secure and to learn and develop in a psychologically and physically safe, environment.
- children learn best when they experience success and have positive self-esteem.
- children have a right to express their feelings and emotions and supported to develop positive behaviours that underpin the development of relationships with peers and adults.
- effective communication and learning occur when families and educators work together to develop common goals for a child's well-being, 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 the right to be supported by educators who model appropriate behaviours and ensure consistent limits (guidance measures) are set.
- no child should be made to feel rejected, insecure, embarrassed, or ashamed.

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.
- modelling appropriate behaviour
- ensuring that limits set (guidance measures) 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 nonverbal guidance.
- demonstrate empathy and sensitivity to each child and being mindful of the variety of factors that influence behaviour.
- planning opportunities for enabling the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others, problem solving and communication.
- interacting positively, using positive language, and acknowledging and modelling respectful and acceptable behaviour.
- helping children to recognise & learn about their feelings and ways of expressing feelings appropriately.
- 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- utilize the concept of A choices and B choices.
- 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 (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.
- communicating with and involving families at the earliest opportunity to work together positively to assist children's wellbeing and learning.
- assessing individual children's learning and development and reflecting on and reviewing our planned and implemented program and how the active learning environment supports positive behaviours.
- planning, implementing, monitoring, critically reflecting and reviewing individual behaviour plans in partnership with families and support services.

- being aware of our limitations and seeking assistance where required involving the family and relevant support/intervention services.
- withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time.
- supporting children by using consistent pedagogical practices with the “* say what you see approach” to assist children with positive self-regulation strategies and setting limits on children’s behaviour.
- (* see Donna Broadhurst information about setting limits on children’s behaviours and getting your buttons pushed)

We understand that children feel angry, frustrated, and upset at times and need help to express these feelings appropriately, modelled through positive parenting and educators.

Staff and parents have a shared responsibility of being always consistent in creating a safe, secure environment for children, and modelling appropriate behaviour.

Families are encouraged to ask questions and share any concerns that they may have about their child’s development or behaviours during enrolment and throughout their kindy year so educators can support both the child and family.

Families will be informed if their child is using unacceptable behaviours and educators will encourage collaboratively working together with families to develop a shared understanding about the child/family and strategies discussed to support the development of acceptable behaviours so that everyone feels safe.

We also expect parents to use acceptable behaviours with staff and other members of the community.

Acceptable behaviours

Respecting and caring for others and our environment

Sharing and taking turns

Being cooperative

Being polite

Being friendly

Listening

Helping

Using appropriate social language and actions (e.g., “please stop, I don’t like it when you....”)

Valuing other people’s property (including something that they made or built)

Walking inside the building

Using good health and hygiene practices

Unacceptable behaviours (not limited to but includes)

Hitting

Kicking

Biting

Pinching

Spitting

Swearing

Throwing toys

Destruction of other belongings or property

Using words or actions to hurt another physically or emotionally verbal abuse, threats, bullying, racial taunts, yelling or screaming at an individual, name calling. (* At the discretion of staff for what is considered unacceptable behaviours.)

Bullying behaviours

In kindergarten we support children to further develop self-regulation skills, executive functioning skills, empathy and social skills to learn appropriate and safe ways of expressing their emotions. Unacceptable behaviours can lead to bullying behaviours as children mature and are addressed in school through anti bullying policies and procedures.

www.kidsmatter.edu.au (for helpful information about children’s development)

<https://raisingchildren.net.au/preschoolers/behaviour/behaviour-management-tips-tools/behaviour-management>

Reviewed: 12/03/2017 Updated: 15/8/2018 Changes: Added caregivers Outlined acceptable and unacceptable behaviour and staff and educators shared responsibility of modelling appropriate behaviour and safe, secure environments, bullying behaviours.
Reviewed 20/8/2019 no changes.
Reviewed 18/5/2021 updated wording to add "at the discretion of staff" and re worded the information under bullying behaviours to read more clearly.
Reviewed 29.6.2023 updated wording to add critical reflection, and the title of the document from Behaviour Policy to read Behaviour, Interactions and Guidance code, as DFE now has their own Behaviour Policy.

Signed _____ Governing Council Chairperson