



BEHAVIOUR, INTERACTIONS AND GUIDANCE CODE

Documented guidelines regarding behaviour, interactions 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.

Reference to National Quality Standards:

Quality Area 2: Children's Health and Safety

Standard 2.1: Each child's health and physical activity is supported and promoted.

Standards 2.2: Each Child is protected

Quality Area 5: Relationships with Children

Standard 5.1: Respectful and equitable relationships are maintained with each child.

Standard 5.2: Each child is supported to build and maintain sensitive and responsive relationships

We are aware that children's behaviour is a purposeful form of communication. We understand that children's capacity to behave positively is influenced by their developmental ability, temperament, interactions and life experiences. Wellbeing is linked closely with children's ability to interact positively with others and to their resilience to cope with challenges. The preschool program supports children to develop a strong sense of wellbeing and acknowledges that children develop differently.

All children and young people 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, physical and online interactions are safe, respectful and inclusive
- take a stand when they see behaviours of concern in person or online, by safely intervening or seeking help from adults to intervene
- support their friends to behave in safe, respectful, and inclusive ways if their friends are engaging in behaviours of concern, including by seeking help from trusted adults.

As a staff team we believe:

- all children have a right to feel protected and develop in a psychological and physically safe, environment.
- children have a right to express their feelings and emotions and are 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.

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

- planning for and implementing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play.
- ensuring that 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 wellbeing and gives opportunities to express feelings through sensory and all forms of play.
- using positive verbal and nonverbal guidance.
- demonstrating 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 when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- communicating positively, using positive language and acknowledging and modelling respectful and acceptable 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 where possible.
- engaging in open and two-way communication with families to ensure that each child's rights are met.

We will respond to behaviours that pose challenges or safety risks by:

- 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.
- 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 critically 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.
- seeking assistance where required from Student Support Services.

Families supporting the implementation of this policy

- Discuss any concerns about their child's behaviour with staff.
- Collect their child early if their child, other children or staff are at risk of harm from their behaviour.
- Be involved in the development and implementation of Individual Learning Plans for their child and be consulted during review processes.

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Governing Council Chairperson:

Signature:

SHARA ISAACS

