

Interactions with Children and Behaviour Support

Links to National Quality Standards:

5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

5.2.2 Each child is supported to manage their own behaviour, respond appropriately to the behaviour

of others and communicate effectively to resolve conflicts.

5.2.3 The dignity and rights of every child are maintained at all times.

All children and educators have the right to feel safe and supported within their learning and working environment. We acknowledge that children feel angry, frustrated and upset at times and need help to understand, manage and express those feelings appropriately. When children are supported to develop the skills and dispositions to manage strong feelings and safely negotiate and solve problems, inappropriate behaviours can be minimised.

Educators and families have a shared responsibility to model appropriate behaviour, be consistent and to create safe, secure environments for children.

Our Educators believe that:

- 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 to be supported to develop positive behaviours that underpin successful relationships.
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's wellbeing, learning and development.
- 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.
- 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 wellbeing and gives opportunities to explore and 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 expectations and agreements.
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible.
- Encouraging open 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 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 wellbeing and learning.
- Assessing children's learning and development and reflecting upon our 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.
- Redirecting children when they are at risk of hurting themselves or others, ensuring that an adult is supporting them.

Sometimes children will avoid dealing with a problem. They may need to be supported to solve a problem and let others know what they do and do not like.

If a problem continues, after using the problem-solving process children will then be redirected to another area and supported to reflect on their behaviour.

When unacceptable behaviours occur, educators will stop and acknowledge the behaviour. Discuss the situation (expected behaviour, consequences of behaviour, using appropriate behaviour instead)

If the child persists with the unacceptable behaviour following a couple of supportive interventions, the child will be supported to remove themselves from the situation for their safety and the safety of others. When this occurs, the child will be supported by an educator to regulate their behaviour and emotions.

We will Inform parent if the unacceptable behaviour persists.

When persistent unacceptable behaviour occurs, staff will work with parents and other service providers (where appropriate) to plan for suitable support and intervention.

At One Tree Hill Preschool our core values are:

We are kind to and respect ourselves.

We are kind to and respect each other.

We are kind to and respect our environment. (natural and made)

(Reviewed March 2022)