



PARK TERRACE KINDERGARTEN

Policy 5- Behaviour Guidance Policy

This policy will help to ensure that children, families and staff have a safe environment and clarity and consistency around acceptable behaviours.

Our staff team believes..

- All children have the right to feel safe and secure and to learn and develop in a physically and psychologically safe environment
- All children have the right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and adults
- All children have the ability to improve behaviours and attitudes
- Families and educators need to work together to develop effective communication and common goals for children's wellbeing, learning and development
- The consideration of children's individual needs and contexts is important to developing positive behaviours
- Family consultation is valued and individual perspectives respected
- All children have the right to be supported by adults who model appropriate behaviours and ensure consistent expectations
- All children should be free from bullying. Children should not be made to feel embarrassed, rejected, insecure or ashamed

Our staff team promotes positive behaviours and interactions. We...

- Plan for and provide an environment which promotes a sense of belonging, being and becoming
- Provide an enriched environment with open ended opportunities for children to be engaged and enhance their learning
- Provide verbal and non-verbal guidance to children
- Set clear and consistent expectations
- Include children in understanding the process of identifying risks and appropriate behaviours through the use of Benefit Risk Assessments and then support them to establish guidelines for different scenarios
- Listen, acknowledge and respect children's right to be heard
- Resolve issues and concerns promptly and allow all children to have their say
- Teach problem solving skills, leadership skills and flexible thinking

- Demonstrate inclusivity, empathy, sensitivity, equality, forgiveness and connectedness
- Use positive and respectful language and behaviours
- Provide a program which promotes resilience and flexibility
- Explicitly teach play skills (entry and exit), cooperation, sharing and making amends
- Use the language of the Emotional Rooms and Executive Function to encourage children to become self-regulators of their emotions and actions
- Provide opportunities and spaces for children to withdraw or play individually when needed
- Promote wellbeing strategies such as nutrition, hydration, relaxation, yoga, early warning signs, interoception knowledge (understanding what's going on inside your body), physical activity, positive relationships and resilience
- Determine individual behaviour and learning goals (including the use of NEP's where appropriate) and celebrate achievements
- Have open communication with families about each child's strengths and goals

Our staff team will respond to challenging behaviours. We...

- Ensure all staff and are clear and consistent with expectations
- Support children to problem solve, negotiate, find resolutions and manage emotions
- Use Restorative Justice practices which support children to empathise with others and restore relationships
- Communicate with families at the earliest opportunity to work together positively
- Critically reflect on strategies and continue to develop our pedagogy
- Continuously use the reflective cycle of planning, implementing, monitoring and reviewing behaviour and learning
- Work with other agencies involved in the child's development ie Special Educators, Behaviour Guidance Specialists
- Safely withdraw children when they are at risk of hurting themselves or others

Endorsed by Staff and Governing Council April 2018

Review February 2019