



# SEACLIFF COMMUNITY KINDERGARTEN CENTRE POLICY

**TITLE: Promoting Positive Behaviours**

## REVIEW AND REVISION

Policy Date	Revision No.	Revision Date	Author
08/2020	3	08/2023	Sharon Jaensch

## Context

Children operate within a social context. Kindergartens are a place where children have the opportunity to interact and develop social skills that they will carry into their lives. In interacting and developing these skills children will need the support of adults to assist them to understand and respect the emotional and social needs and wants of themselves and others and to support them to learn skills that enable them to develop and maintain positive relationships with their peers, family and community.

The aim of our Promoting Positive Behaviours Policy is to:

- Assist children to gain the skills to understand and regulate their own behaviour in positive ways.
- To develop patterns of co-operation consideration and mutual support.
- To encourage a healthy self esteem
- To assist the children to understand and express their feelings in appropriate ways.
- To help the children to continue to grow in their executive function and ability to understand the perspectives and needs of others so that they play and learn together.

## Procedure

### 3. GUIDELINES FOR PROMOTING POSITIVE BEHAVIOURS.

To assist the children at the centre to display and develop positive behaviours we will:

Ensure that the objectives of the Australian Early Years Curriculum Framework and Keeping Safe Curriculum underpin the way we work with children in relation to development of positive relationships and wellbeing for all. To achieve this we will:

**3.1 Model positive behaviours.** In our interactions with children and other adults staff will model behaviours that represent respect, co-operation and empathy.

**3.2 Implement a child protection curriculum** that assists children to understand their feelings and develop strategies to keep themselves and others safe.

**3.3 Maintain open communication with the children and their parents** so that children's safety, wellbeing and connection with others can be supported and encouraged.

**3.3 Assist children to develop executive function skills and skills of conflict resolution by:**

- focussing on the behaviour and not the child ie the behaviour was inappropriate not the child.
- working with the children to develop problem solving skills, self regulation and cognitive flexibility to explore and understand the perspectives of others while maintaining their own sense of safety and wellbeing.
- Providing positive reinforcement for behaviours that reflect positive actions and attitudes towards others.

Support to access services that promote and provide intervention for those children who require additional support in the development of these skills will be made available to families.

Educators will have opportunities to learn strategies for the development of restorative practices and ways to support children’s development of social/ emotional regulation.

Children will be involved in the development of kindergarten rules and risk assessments that support a safe environment for all. These discussions will be based on those things we will do rather than those things we won't do.

Staff at the centre monitor and support children to develop skills in recognizing behaviours or situations that may make them feel unsafe and to develop ways to express their needs to others and to seek help when feeling unsafe.

**Roles and Responsibilities**

**Director**

- 4.1.1 Ensuring implementation of this policy.
- 4.1.2 Inform staff/ parents / guardians of the policy and procedures.

**Staff**

- 4.2.1 To support the implementation of this policy.
- 4.2.2 Support parents / guardians to understand and reinforce the principles outlined in the policy.

**Parents**

- 4.4.1 To support the guidelines outlined in the policy while at kindergarten.

<div>Print Name</div> <div>Signature</div>	<div>Governing Council Representative</div> <div>Print Name</div> <div>Signature</div>
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