

BEHAVIOUR GUIDANCE POLICY

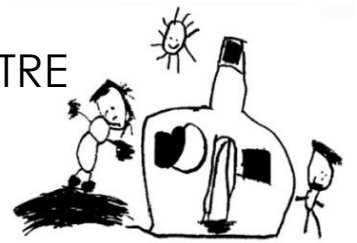
Links to the National Quality Standard

- 1.2.1, Educators deliberate, purposeful and thoughtful in their decisions and actions to maximise each child's learning and development.
- 1.3.1, Families are consistently informed about the program and their child's progress and are involved in decision-making around their care and development.
- 2.2.1, At all times, reasonable precautions and adequate supervision ensure children are protected from harm and any hazard and reflect best practice at all times.
- 5.1.1, Consistently responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included and develop the children's sense of belonging and security.
- 5.1.2, The rights and dignity of every child are consistently supported and promoted at all times.
- 5.2.2, Each child is consistently supported and encouraged to regulate their own behaviour, communicate effectively to regulate their own behaviour, communicate effectively to resolve conflict and to respond appropriately to the behaviour of others.
- 6.1.2, The expertise, culture, values and beliefs of families is actively sought, valued and respected and families share in decision making about their child's learning and wellbeing.

Policy Revised: September 2018

Approved by Governing Council: 30/10/18

Due for Review:

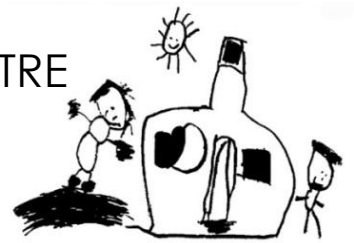


Behaviour Guidance Policy

Documented guidelines regarding consistent behaviour and guidance for children help ensure that children, families and educators have a safe environment, consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

As educators we understand that:

- All children have the right to feel secure and to learn and develop in a psychologically and physically safe environment
- 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
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's wellbeing, learning and development
- The consideration of children's individual and contextual needs is crucial to successful learning and the development of positive behaviours
- Family consultation is valued and their individual perspectives are respected
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set
- No child should be made to feel rejected, insecure, embarrassed or ashamed.



A child's behaviour may be affected by:

- Age and development
- General health and wellbeing
- The layout and organisation of the learning environment, including the physical settings, the weather, time of day, time of year
- Relationships with other children and adults
- Factors such as relationships, family considerations, home life, school or peer group experiences, media and traumatic events

As a team, educators promote positive behaviour and interactions by:

- Planning for and providing an environment which promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- Ensuring that limits are discussed with children, are reasonable and understood by all children and educators
- Providing an enriching and engaging curriculum that enables each child to experience success, a sense of wellbeing and provides opportunities to express feelings through sensory and other forms of play
- Using positive verbal and non-verbal guidance
- Demonstrating 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, persistence, entry and exit skills when playing, appropriate risk-taking, conflict resolution, independence, leadership
- 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 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
- Encouraging open two-way communication with families to ensure that children's needs are met.

Educators respond to challenging behaviours by:

- Reminding children of expectations and limits and the reasons for these during regular discussions
- Supporting children to problem solve, negotiate, find resolutions and manage emotions 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 the child's wellbeing and learning
- Assessing individual children's learning and development and reflecting on and reviewing our planned curriculum 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
- Use information on trauma based behaviour to guide our actions.