



## Site behaviours code

### Rationale

Documented guidelines regarding behaviour support and guidance for children help ensure that children, families and educators have a safe environment and consistency in their approaches to children. Behaviour is seen as a form of communication, and it is our role to understand what the behaviour is communicating and what ways the child needs to be supported to learn these skills.

### 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 be supported to manage these feelings, emotions and behaviours that underpin the development of positive relationships with peers and adults.
- effective communication and learning occur 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 non-verbal guidance along with visuals to support all children.
- 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:**

- In group times we support children to understand what the rules are at kindergarten and utilise the Child protection curriculum to help children to understand their feelings, how they can seek help and how to say stop.
- When moments of conflict arise in the learning environment, we use these as teachable moments to talk through the situation. We acknowledge the feelings of others, work through ways this could have been done differently and help to support the child to develop these skills.
- reminding children of rules of kindergarten, how to keep themselves and others safe.
- supporting children to problem solve, negotiate, find resolutions, and manage their feelings, emotions and behaviours.
- using Restorative Justice practices that support children to empathise with others and restore relationships- by building capacity this will support children to eventually work through issues themselves.
- 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.
- Supporting children to an alternative space when they are at risk of hurting themselves or others, ensuring an educator supports them to work through the situation. Educators will name children's feelings and allow for them to work through these.

To be reviewed

Governing Council Chairperson: \_\_\_\_\_

Kindergarten Director: \_\_\_\_\_