



Behaviour Guidance Policy 2022

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

“The guidance approach is based on a compassionate understanding towards behavioural errors. [Our role is to] teach children more skilful ways to meet their needs”. Porter, L (2016) Children’s behaviour: A guiding approach. ECA. Everyday Learning Series Vol 14, No 3, pg. 6.

As a staff team we believe:

- That it is crucial that all children are supported to develop a strong sense of belonging.
- 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 to be supported to manage these feelings, emotions and behaviours that underpin the development of positive relationships with peers and adults.
- Effective communication and learning occurs when families and educators work together to develop common goals for children’s wellbeing, learning and development.
- That the consideration of children’s individual, and contextual needs are crucial to successful learning and the development of positive behaviours.
- Partnerships and consultation with families are essential and their individual perspectives are valued and respected.
- Children have a right to be supported by educators who model positive, safe and respectful behaviours and ensure consistent guidance measures are implemented.
- No child should be made to feel rejected, insecure, embarrassed or ashamed.

As a staff team we accept that:

- Children may feel angry, frustrated and/or upset at times and need support to express these feelings and emotions.

As a staff team we understand that:

- Some children such as those with special rights may find it more challenging to manage their big emotions and may require additional support and specific strategies to assist them during these times.

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 other forms of play.
- Using positive verbal and non- verbal guidance, such as visuals, signing, gestures and/or body language.
- 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.
- Having positive interactions with children, using positive language and acknowledging and modelling respectful, positive and safe 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 and 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:

- Reminding children of expectations and guidance measures and the reasons for these.
- Supporting children to problem solve, negotiate, find resolutions and manage their feelings, emotions and behaviours 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 support 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 safe, positive and respectful behaviours
- Planning, implementing, monitoring, critically reflecting and reviewing individual behaviour plans in partnership with families and support services, if needed.
- Being aware of our limitations, and seeking assistance where required from Student Support Services.
- Withdrawing children to an alternative area when they are at risk of hurting themselves or others, ensuring an adult is present and supporting them to re-enter into the environment.

We encourage parents with questions or concerns to talk with our staff so that we can work together to ensure the best outcomes for children and families.

References:

Department for Education (DfE) Behaviour Support Policy

<https://www.education.sa.gov.au/sites/default/files/behaviour-support-policy.pdf>.

Behaviour Support and interactions with children in preschools [Behaviour support and interactions with children in preschools \(edi.sa.edu.au\)](https://www.edi.sa.edu.au)

Supporting Children to regulate their behaviour - https://www.acecqa.gov.au/sites/default/files/2020-01/QA5_Supporting_children_to_regulate_their_own_behaviour.pdf

Children's Behaviour- a guiding approach- Louise Porter, Early Childhood Australia, 2016.

ACECQA

Quality Area 1 (1.1) – Educational Program and Practice

Quality Area 2 (2.1 & 2.2) – Children's Health and Safety

Quality Area 5 (5.1 & 5.2) – Relationships with children

Endorsed by Governing Council

Date: 7 September 2022

Chairperson:

Director: Samantha Duell

Sign:

Sign:

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