

Holden Hill Kindergarten and Occasional Care

Behaviour, Interactions and Guidance Policy



Rationale

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

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 are supported to manage these feelings, emotions and behaviours, this underpins 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 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 play
- using positive verbal and non-verbal guidance
- 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, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication
- communicate 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 developing group agreements
- 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
- implementing the "You Can Do It" program

We will respond to behaviours that pose challenges or safety risks by:

- reminding children of expectations and agreements and the reasons for these
- supporting children to problem solve, negotiate, find resolutions and manage their feelings, emotions, and behaviours appropriately
- communication 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 when required from Student Support Services
- accompanying children to an alternative area when they are at risk of hurting themselves or others, ensuring an adult supports them to work through the situation aiming for positive outcomes for all involved
- implementing an invacuation or evacuation when necessary to keep children safe

Signed: *P. N. Tedjanto* Director Date: *07/04/2022*

Reviewed:..... Director Date:.....