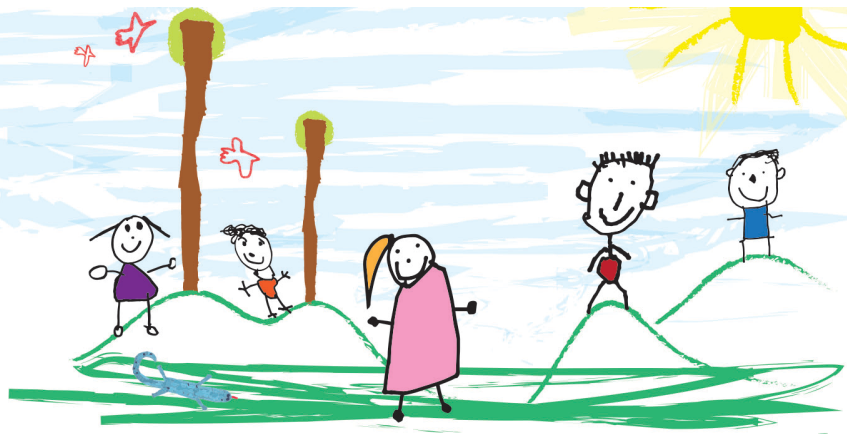




# St James Park Kindergarten



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## Behaviour Guidance Policy

At St James Park Kindergarten we believe our role is to provide children with a warm, nurturing and responsive educational experience. We highly value the importance of relationships and we are committed to supporting children to repair harm, demonstrate empathy, take responsibility and work together to strengthen connections and understandings of themselves and others.

**Restorative practice is a strategy that seeks to repair relationships that have been damaged.**

### **We believe:**

Restorative Practices enable children to empathise with others, collaborate and restore relationships.

Everyone has the right to learn in a safe, respectful and inclusive environment.

Behaviour is a form of communication and is purposeful.

Children have a right to be supported to recognise, manage and learn from their behaviours and express their emotions in positive, non-threatening and productive ways.

Consideration and respect for children's individual, developmental and contextual needs are crucial to successful learning.

***We promote positive behaviour by:***

Providing a safe, rich learning environment that promotes a sense of belonging, trust and respect.

Interacting positively, using positive language and acknowledging and modelling respectful behaviour.

Modelling and supporting children to be actively involved in problem solving, negotiation and conflict resolution.

Providing opportunities for skill development within our curriculum such as resilience, communication skills and protective behaviours.

Valuing children as individuals within their family and cultural context.

Involving children in developing behaviour expectations.

Explicit teaching of positive behaviours and play skills, building on each child's strengths and achievements.

Encouraging open communication with families to ensure that each child's behavioural and developmental needs are met.

***We respond to challenging behaviours by:***

Focussing on reinforcement of positive behaviours.

Revisiting agreed behaviour expectations.

Supporting children to problem solve, negotiate, find resolutions and manage emotions.

Communicating with families to work together positively to assist the child's emotional and social learning.

A child who is displaying off-track behaviours may need some "time-in" (quiet time with a familiar educator).

If children are at risk of hurting themselves or others it may be necessary to restrain them by physically holding with care and humility. Parents will be informed if this occurs.