



St James Park Kindergarten



19 Strathcona Avenue, Panorama 5041
Ph: 8276 5703 www.stjamesprkgn.sa.edu.au

Behaviour, Interactions and Guidance Code

National Quality Standard Area 1: Educational Program and Practice

National Quality Standard Area 2: Children's Health and Safety

National Quality Standard Area 5: Relationships with Children

Purpose

This code provides documented guidelines regarding behaviour, interactions, and guidance for children to ensure children, families and staff have a safe environment, consistency, and clarity around acceptable behaviour and the guidance measures that will be implemented.

Our Behaviour, Interactions and Guidance Code aims to:

- Ensure effective, consistent and fair behaviour support for children.
- Help children and young people to be safely included and participate in learning in a positive way that respects other children and educators.
- Develop the personal and social capability of children and young people to understand and exercise their rights and responsibilities so that they can fully contribute in their learning environments, and to their wider community.

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 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.

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.
- 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.
- 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:

- 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 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.
- Accompanying children to an alternative area if they are engaging in unsafe behaviour and ensuring an adult supports them to work through the situation aiming for positive outcomes for all involved.
- 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.

This policy will be reviewed regularly (annually) to ensure the policy remains current and relevant. Updated and approved by Governing Council 20/05/2024