Napperby Preschool

BEHAVIOUR, INTERACTIONS AND GUIDANCE CODE

Documented guidelines regarding behaviour, interactions and guidance for children 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 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 nonverbal 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 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:

- 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 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.

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