



Behaviour, interactions and guidance procedure

Documented guidelines regarding behaviour, interactions and guidance for children help ensure that children, families and staff can play, learn and work in a safe environment. Guidelines ensure that there is consistency and clarity around acceptable behaviour and the guidance measures that will be implemented.

We recognize that behaviours are an expression of feelings and a way of communicating. It is our role to help children to express their feelings in a manner that show care, respect and increasing empathy for others.

We all make mistakes sometimes and say or do things that we don't really mean, but bullying and harassment behaviours are unacceptable. Deliberate and repeated actions that include being emotionally hurtful, putting others down, physically harming, being disrespectful, using bad language and shouting involve the misuse of power, and will be considered as bullying and harassment. This will be managed by the Director in collaboration with the families of children involved.

We believe that:

- All children have a right to feel protected in a psychologically and physically safe environment;
- Children have a right to express themselves, and to be supported to manage their feelings and behaviours in appropriate ways;
- Children have a right to be supported by educators who model appropriate behaviours and provide consistent guidance;
- Consideration of children's individual needs are crucial to the development of positive behaviours;
- Family partnerships are essential, and effective learning occurs when families and educators work together to develop goals for children's wellbeing, learning and development;
- No person has a right to make a child feel rejected, insecure, embarrassed or ashamed by their behaviour.

We expect and will support children and adults to:

- Demonstrate respect and care towards themselves, other people, the environment and our resources;
- Share, cooperate and collaborate with others;
- Interact positively, with kindness and understanding;
- Keep themselves and others safe.

As a staff team we promote positive behaviour and social interactions by:

- Ensuring all new staff are effectively inducted so that they understand and follow this Code, and can provide a child safe environment;
- Considering each child's family and cultural values, age and physical and intellectual development and abilities;
- Intentionally engaging children in the development of our behaviour expectations, incorporating the right to feel and be safe;
- Explicitly teaching children social skills and continuously supporting social development in a variety of ways;
- Explicitly teaching children to develop their ability to identify their own feelings and the feelings of others (using The Zones of Regulation program);
- Effectively teaching the mandated *Keeping Safe: Child Protection Curriculum*;
- Helping children to begin to understand the impact of their own behaviours on the feelings and wellbeing of others;



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- Being good role models, interacting with positivity, kindness and respect;
- Using effective communication techniques that are tailored to each child's developmental capacity (e.g. use of visuals);
- Demonstrating empathy and sensitivity towards every child, ensuring that behavior expectations are reasonable and that we are responsive and flexible when required;
- Providing appropriate supervision so that children are safe in their interactions with other children;
- Supporting children's capacity to negotiate and resolve conflicts appropriately, using positive verbal and non-verbal guidance;
- Sharing these procedures with families during the orientation process;
- Working together with families to develop shared goals and consistent strategies.

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

- Maintaining each child's dignity and rights at all times;
- Providing timely intervention, respectfully reminding children of expectations and the reasons for these;
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately;
- Supporting children to empathise with others and restore relationships;
- Either appropriately redirecting the child to a safe space in order to co-regulate with them, or calmly removing all other children from the vicinity of unsafe or disruptive behaviour;
- Being aware of our limitations and seeking assistance from another staff member when required;
- Communicating with and involving children's families at the earliest opportunity - this includes families of children who are the recipients of another child's unacceptable behaviour;
- Regularly assessing individual children's learning and development, and critically reflecting on and reviewing our program, practices and routines to ensure that they support the development and use of positive behaviours;
- Developing, implementing, monitoring and critically reflecting on children's individual behaviour plans with families and Student Support Services (as needed).