



## Behaviour Interactions & Guidance Code

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

### **As educators we believe:**

- All children have the right to feel secure and to learn and develop in an emotionally and physically safe environment
- Children have a right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and Educators
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's wellbeing, learning and development.
- That the consideration of children's individual and contextual needs are crucial to successful learning, and the development of positive behaviours
- That family consultation is valued and their individual perspectives respected
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set
- No child should be made to feel rejected, insecure, embarrassed or ashamed

### **As educators we promote positive behaviour and interactions by:**

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- Fostering the development of children's self-regulation and executive thinking skills
- Ensuring that limits set are reasonable and understood by all children and adults
- Providing an enriching and engaging programme that enables each child to experience success and a sense of wellbeing
- Providing opportunities for children to express feelings through sensory and other 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 experiences that develop productive dispositions for lifelong learning, including respect, responsibility, resilience, confidence, independence, purposefulness, self-regulation and cooperation
- Providing opportunities that enable children to develop positive social skills, such as a sense of agency, entry and exit skills when playing, considered risk-taking behaviour, communication and conflict resolution and negotiation skills
- Interacting positively with children, using positive language and acknowledging and modelling respectful 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
- Intentionally teaching appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible

- Encouraging open two way communication with families to ensure that each child's rights are met


***Educators will respond to challenging behaviours by:***

- Reminding children of expectations and limits and the reasons for these
- Supporting children to problem solve, negotiate, find resolutions and manage emotions 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 the child's wellbeing and learning
- Assessing individual children's learning and development and reflecting on and reviewing our planned programme and how the active learning environment supports positive behaviours
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services
- Being aware of our limitations and seeking assistance when required
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time
- In extreme cases, such as biting and violent behaviour, educators may request that parents collect their child from the Preschool before the end of the session

***Informing the Wynn Vale Preschool community of our "Behaviour Guidance Policy":***

- Display "Children's Code of Behaviour" in simple, age-appropriate language:
  - Play Safely
  - Be Friendly
- Behaviour Interactions & Guidance Code located in the Preschool classroom for easy parent access
- Newsletter articles when relevant
- Educators available for discussion with parents if required, at a mutually suitable time

Endorsed by Wynn Vale School Governing Council:

Chairperson Signature:  \_\_\_\_\_

Date: 7.8.23

Due for review: ***June / July 2025***