



# Behaviour, Interactions and Support Procedure

## Rationale

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.

## National Quality Standards and Regulations

This Policy has been developed and is aligned to the following NQS standards and Education and Care Services and regulations:

- 5.1.1: Interactions with each child are warm, responsive and build trusting relationships.
- 5.1.2: Each child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
- 5.1.3: Each child is supported to feel secure, confident and included.
- 5.2.1: Each child is supported to work with, learn from and help others through collaborative learning opportunities.
- 5.2.2: Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
- 5.2.3: The dignity and the rights of every child are maintained at all times.
- National Law 155: Interactions with children.
- National Law 156: Relationships in groups.

***In addition to the responsibilities mandated by this policy outlined below, it is important to recognise that supporting positive behaviour requires a partnership between department staff, parents and families, and children and young people.***

For full Departmental Behaviour Support Policy please refer to:

<https://www.education.sa.gov.au/doc/behaviour-support-policy>



## **1. TITLE**

Behaviour, Interactions and Support Procedure.

## **2. PURPOSE**

To outline the procedures and processes at Thorndon Park Kindergarten to ensure everyone needs and right to be safe and secure are met.

## **3. OBJECTIVES AND**

A partnership between staff, children and their families is crucial. We share the responsibility for modelling appropriate behaviours and sharing information with each other, to ensure safety for everyone at Thorndon Park Kindergarten.

## **4. POLICY DETAILS**

### **4.1 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 occurs 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.

### **4.2 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 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.

#### **4.2 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.
- Using the restorative practices approach to assist with ongoing conflict
- Using a shared common language, along with out visual chart of emotions to model and support naming emotions and feelings.
- Supporting children with 'first and then' options to assist with co-regulation aiming towards self-regulation.
- 'First and Then' options can ultimately lead into a play plan, upon discussions with staff and if appropriate.
- Nominated supervisors are to mark on the parent/caregiver sign in sheet if an incident has occurred, notifying parents that they need to communicate with a particular staff member.

#### **4.1 ASSOCIATED DOCUMENTS**

- This procedure has been developed in-conjunction with the Department for Educations Behaviour management Guidelines.

## 5. MONITORING, EVALUATION AND REVIEW

### Roles and responsibilities

Kindergarten director and staff monitor and review the effectiveness of the Behaviour, Interactions and Support Procedure, along with the Governing Council, as required (minimum every three years).

### Approvals

Title: Behaviour, Interactions and Support Procedure

Status: [approved](#)

Version: 1.0

Procedure officer: [Samantha Chirgwin, Thorndon Park Kindergarten](#)

Approved by: [Governing Council Management Committee](#)

Approval date: [13<sup>th</sup> September, 2020](#)

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### Revision record

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Amendments: [Logo updated. Wording changes to element 4.2.](#)

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