



# Behaviour, Interactions and Support Procedure

## Rationale

Documented guidelines regarding behaviour, interactions and support for children, educators and families at Thorndon Park Kindergarten to ensure a consistent and predictable approach. This includes guidelines for promoting positive behaviour and responding to challenging or unsafe behaviours.

## 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:**

Staff Procedure: Behaviour, Interactions and Support

## **2. Purpose**

Ensure safety and security for all at Thorndon Park Kindergarten.

## **3. Objectives**

- Foster partnership among staff, children, and families.
- Share responsibility for modelling appropriate behaviour.

## **4. Procedure Overview**

### **4.1 Staff Beliefs**

- Uphold Site Philosophy values, emphasising respect and inclusivity.
- Ensure a psychologically and physically safe environment for all children.
- Support children's emotional expression and co-regulation for self-regulation development.
- Collaborate with families to set common goals for children's wellbeing.
- Recognise individual and contextual needs for effective learning and behaviour development.
- Model appropriate behaviour and maintain consistent guidance.
- Uphold children's agency, dignity, and respect in all interactions.

### **4.2 Promoting Positive Behaviour**

- Provide a consistent approach to support children's safety and protection.
- Use the Zones of Regulation to explicitly teach regulation skills.
- Conduct regular emotional check-ins throughout the day.
- Communicate positively and model respectful behaviour.
- Implement The Keeping Safe: Child Protection Curriculum.
- Create an engaging environment that fosters a sense of belonging.
- Intentionally teach appropriate behaviours and play skills.
- Offer enriching programs for self-expression through various forms of play.
- Demonstrate empathy and sensitivity to individual needs.
- Plan skill-building opportunities (e.g., resilience, conflict resolution).
- Involve children in goal setting and developing behavioural expectations.
- Maintain open communication with families.

### **4.3 Responding to Challenging Behaviours**

- Remind children of expectations, focusing on safety.
- Provide designated regulation space and tools for support.
- Utilise Restorative Justice Practices to rebuild relationships.
- Communicate promptly with families about incidents.
- Record behavioural observations for analysis and support.
- Seek assistance from Student Support Services when needed.
- Develop and review individual behaviour plans in partnership with families.
- Assess and reflect on learning programs to support positive behaviours.
- Use 'first and then' strategies to assist in co-regulation efforts.

#### **4.4 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](#)

Review Date: [13<sup>th</sup> September, 2023](#)

##### **Revision record**

Version: 2.0

Amendments: [Logo updated. Wording changes to include Philosophy, Zones of Regulation and updated practices.](#)

Approved by: [Governing Council Management Committee 2024](#)

Approved date: [25<sup>th</sup> September, 2024](#)

Review date: [25<sup>th</sup> September, 2027](#)