



Behaviour Interactions Policy

National Quality Standard 5.1, 5.2
Regulations 155, 156

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Rationale

The right for children to receive positive guidance in a supportive and respectful environment is protected in National Regulations. In The Nest we strive to provide a quality education program in a positive, caring and safe environment which meets the needs of all children. The Nest recognises the significance of family, culture and personal life events in the development of children's early lives and as such places importance on working with families in mutually respectful partnerships. Young children need time, opportunity and space to learn with other children; how to play, share and take turns; and how to care for others as well as their environment. The early years provide the best window of opportunity for helping children to learn to recognise their needs, self-regulate and make appropriate behaviour choices.

Overriding considerations to this policy

All adults working with the children are legally bound under the Child Protection Act 19 to respond to abuse and neglect of children.

1. TITLE

Behaviour Interactions Policy

2. PURPOSE

The Behaviour Code of Conduct Policy will ensure that children, families and staff have a safe environment, and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

3. SCOPE

The following people are expected to behave in a respectful manner and comply with this code of conduct:

- Employees of the Department for Education and Child Development
- Governing Council Members
- All service provider personnel delivering programs or services at the Nest
- All service providers visiting the Nest
- Preservice teachers
- Children
- Parents/carers of children
- Volunteers working within The Nest
- All others involved with the Nest

4. POLICY DETAILS

In The Nest we believe:

- Children, families and staff have the right to be safe and treated with respect.
- Children learn best when they experience success and have positive self esteem
- Educators work alongside families to guide children's behaviour towards positive interactions with others.

As educators we believe:

- All children have the right to feel protected and develop in a psychological and physically safe environment.
- Children have the right to express their feelings and emotions and be support to manage these feelings, emotions and behaviours that underpin the development of positive relationships with peers and adults.
- The most effective learning occurs when families and educators work together to develop and implement goals collaboratively for a child's wellbeing, learning and development.
- All behaviour is a form of communication and should be acknowledged as such
- Consideration of children's individual needs, learning styles and context are crucial to successful learning and development of positive behaviour patterns

- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent guidance and approaches are implemented.

We also acknowledge that children feel big emotions and get angry, frustrated and upset at times and may need help to express feelings appropriately.

As a staff team we:

- Value and respect children as individuals
- Support children in being responsible for managing their behaviour
- Use intentional teaching and modelling of appropriate behaviours and play skills
- Provide opportunities for children to take risks and experience success
- Encourage children to take responsibility and understand the consequences for their actions
- Provide opportunities and time for discussion and problem solving
- Help children to recognise and express their feelings in an appropriate manner
- Make learning relevant and manageable for children
- Provide clear and consistent expectations when supporting children in their behaviour choices.
- Create safe and secure environments for all children
- Explicitly teach regulation strategies and support children to co regulate*.

Helping children manage their interactions and reactions to others teaches responsibility for their actions. We believe educators and families need to share responsibility for developing positive behaviour patterns by being consistent, creating safe and secure environments for all, and by modelling appropriate behaviours

Ways we promote positive behaviour and interactions

- Having consistent routines, rules and expectations
- Explicitly teaching and modelling acceptable behaviours
- Focusing on the behaviour and not the child
- Reminding children of expectations and the reasons for them
- Use Restorative Justice practices that support children to empathise and restore relationships
- Helping children to understand the consequences of their behaviour – both positive and negative
- Using visual strategies to support children's understanding of routines, expectations and choices modelling appropriate behaviour
- Explicitly teaching 'feelings' vocabulary to enable children to articulate their needs and feelings appropriately
- Supporting children to manage potential conflicts through negotiation and problem solving
- Providing areas within the preschool environment for children to safely withdraw to – giving the child time and space needed to calm down and re-enter play successfully and supporting the development of self-regulation skills
- Regularly reflecting on our planned curriculum and how our learning environment supports positive interactions between children
- Developing consistent routines and social stories to support children with transitions and new experiences*.

Partnerships with families

We believe the most effective outcomes for children occur when educators and families work together to support and guide children's behaviour. We support family involvement by:

- Communicating with, and involving families at the earliest opportunity to work together to assist each child's wellbeing and learning
- Planning, implementing, monitoring and reviewing One Plans or other supports in partnership with families and support services
- Working with families to understand cultural or external factors that may be affecting a child's behaviour. We will work in partnership with families to develop consistent strategies, which may include modifying routines or curriculum to accommodate children.
- Further advice and support may also be sought from the allied health providers, the Department for Education Support Services team or other professionals who may be able to offer advice and support to the child, family and educators.

5. MONITORING, EVALUATION AND REVIEW

Monitoring: Dan Jarrad, Principal

Implementation: All Educators

Policy reviewed: July 2021 (2 alterations March 2023 *)

This policy will be shared with all new staff and families and is available on the website and in The Nest Policies Folder.

References:

- Early Childhood Australia Code of Ethics
- DECD – Practices with Children
- Early Years Learning Framework
- United Nations Rights of the Child
- United Nations Human Rights
- DECS - Behaviour Support Policy for Early Childhood Services (2004)
<https://myintranet.learnlink.sa.edu.au/library/document-library/policy/child-and-student-support/special-education/behaviour-support-policy-for-early-childhood-services.pdf>
- Education and Care Services National Regulations
<https://myintranet.learnlink.sa.edu.au/library/document-library/regulation/early-childhood-services/155-part-4-5-interactions-with-children.pdf>
<https://myintranet.learnlink.sa.edu.au/library/document-library/regulation/early-childhood-services/156-part-4-5-relationships-in-groups.pdf>