



POSITIVE BEHAVIOUR Policy

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

At John Hartley Children's Centre, we believe:

- All children have the right to feel secure and to learn and develop in a psychological 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 adults
- Effective communication and learning occur when families and educators work together to develop common goals for a child's well-being, 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 are 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 a staff team we promote positive behaviour and interactions by:

- Engaging in the Responsive Relationships training that strengthens our understanding of how to build supportive and responsive relationships with children and families
- Having familiar educators ready to greet children in the morning
- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- Ensuring that limits set 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 well-being and gives opportunities to express feelings through sensory and other forms of play
- Providing visuals for children to use independently, and embedding the use of visuals and PODD into our space where necessary
- Demonstrating empathy and sensitivity to each child, being mindful of the various factors that influence behaviour
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour
- Valuing children as individuals within their family and cultural context
- Involving children in goal setting and developing kindy agreements in collaboration with children
- Intentionally teach 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.

We will respond to challenging behaviours by:

- Acknowledging children's feelings and talking them through what they are experiencing
- Being present with children and getting down to their level
- Using visuals to help them acknowledge or identify how they are feeling, or how others might be feeling
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's well-being and learning
- Reflecting on and reviewing our planned program and how the active learning environment supports positive engagement and wellbeing
- 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

Supervision of children

- **One-on-one supervision is not always appropriate or achievable throughout the day.** The Children's Centre always acknowledges and promotes close supervision.
- Educators will position themselves throughout the indoor and outdoor areas to maximise supervision of all children, ensuring they are available to assist, when necessary and help children to make positive decisions about their play. **We ensure that one teacher is always outside due to the size of our outdoor environment.**
- Based on sound knowledge, regulations and practice, preventative / safety measures are implemented when setting up or modifying the indoor and outdoor environments.

CREATED: 2013 (Version 5)

TO BE REVIEWED: 2027

REFERENCE:

- **Belonging, Being, Becoming – Early Years Learning Framework for Australia Version 2 2023**
- **Reflect, Respect, Relate**
- [Behaviour support and interactions with children in preschools \(edi.sa.edu.au\)](http://edi.sa.edu.au)
- **Education and Care Services National Law: Section (165)**
- **National Quality Standards / Elements (2.1.2, 2.3.1, 2.3.2)**