

Unley Kindergarten Policies and Procedures

Behaviour Support Guidelines – Interactions with Children

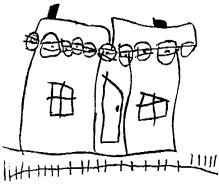
Documented guidelines regarding appropriate behaviour support for children help ensure that children, families, and staff have a safe environment with consistency and clarity. These guidelines should be read in conjunction with the Department for Education [Behaviour support policy](#).

As a staff team we believe:

- All children have the right to feel secure and to learn and develop in an environment that is physically and psychologically safe at all times.
- Children have the right to express their feelings and to be supported to develop appropriate behaviours that underpin positive relationships with peers and adults.
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's wellbeing, learning and development.
- Children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours.
- Family consultation is valuable and individual perspectives must be respected.
- Children have the right to support from educators who always model appropriate behaviour and ensure consistent boundaries are set.
- No child should ever be made to feel rejected, insecure, embarrassed or ashamed.

As a staff team we promote positive behaviour and interactions by:

- Facilitating an environment that fosters the development of positive self-identities and provides rich opportunities for learning through play.
- Ensuring that boundaries 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 wellbeing and provides opportunities to express feelings through sensory and other forms of play.
- Using positive verbal and non-verbal guidance.
- Demonstrating unconditional positive regard, empathy and sensitivity to each child – being mindful of the variety of factors that influence behaviour.
- Planning opportunities that foster the development of resilience, agency, play entry and exit skills when playing, confidence, conflict resolution, independence, leadership, respect for others, and communication.
- Using positive language to acknowledge and model respectful behaviour.
- Valuing children as individuals within their family and cultural context.
- Involving children in goal setting, developing group norms and behavioural expectations and associated consequences.
- Intentionally teaching play skills that build on each child's strengths and achievements.
- Facilitating open communication with families to ensure that each child's rights are met.
- Responding to children with intentional teaching which scaffolds and extends learning.



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We will respond to challenging behaviours by:

- Supporting children to understand expectations and the underlying reasoning.
- 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 reviewing our curriculum and learning environment to ensure it supports positive behaviours.
- Planning, implementing, monitoring and reviewing individual behaviour plans (where necessary) in partnership with families and Support Services.
- Being aware of our limitations as educators and seeking assistance when required.

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