

# Dernancourt Kindergarten

## Site Behaviour, Interactions, and Guidance Policy

---

### Rationale:

At Dernancourt Kindergarten, we are committed to fostering a safe and supportive environment for children, families, and educators. Our goal is to ensure clarity and consistency in guiding children's behaviour, promoting positive interactions, and maintaining safety for all involved.

As a staff team, we believe:

- All children have a right to develop in a physically and psychologically safe environment.
- Children have the right to express their emotions and be supported in managing their feelings, emotions, and behaviours, enabling the development of positive relationships.
- Effective communication between families and educators is essential for the child's wellbeing, learning, and development.
- Children's individual needs and contexts are central to supporting positive behaviour.
- Family partnerships are essential, and their perspectives are valued and respected.
- Educators must model appropriate behaviours, providing consistent and supportive guidance.
- No person has the right to make any child feel rejected, insecure, embarrassed, or ashamed.

### Guidelines:

#### Promoting Positive Behaviour and Interactions

We foster positive behaviour and interactions by:

- Creating an environment that promotes belonging and enhances opportunities for learning through play.
- Providing a rich and engaging program that allows children to experience success, express emotions, and learn through various forms of play.
- Using positive verbal and non-verbal guidance to communicate clear and consistent expectations.
- Demonstrating empathy, recognising factors influencing behaviour, and supporting children's development of resilience, problem-solving, independence, and respect for others.
- Engaging children in setting goals, establishing behavioural expectations, and promoting group norms.
- Ensuring children are involved in choices where appropriate, building on their strengths and achievements.
- Encouraging open, two-way communication with families to collaboratively meet the needs of each child.

#### Guiding Children's Behaviour

We will respond to behaviours that pose challenges or risks by:

- Reminding children of expectations and explaining the reasons for guidance measures.
- Supporting children in problem-solving, negotiating, and managing emotions effectively.
- Using restorative justice practices to help children empathise with others and restore relationships.
- Involving families early to collaboratively support children's wellbeing and learning.

- Continuously assessing and reflecting on our program, ensuring the learning environment supports positive behaviour.
- Developing and reviewing individual goals in partnership with families and support services, when necessary.
- Seeking assistance from Student Support Services as required.

## **Direct, Verbal, and Emotional Guidance**

### **Direct Guidance**

- Realistic, age-appropriate guidelines are set, with input from children and families where appropriate. These guidelines focus on health, safety, respect for others, and the environment.
- Educators carefully supervise and redirect potential conflicts before they escalate, promoting cooperative and helping behaviours.

### **Verbal Guidance**

- Clear, positive language is used to guide behaviour, redirect children, or offer alternative activities during conflicts.
- Specific language helps children understand which behaviours are encouraged or discouraged.

### **Emotional Guidance**

- Children's achievements are acknowledged and encouraged to promote further positive behaviours.
- Children are accepted and respected without discrimination, and no physical punishment is ever used.

## **Unacceptable Behaviour**

Unacceptable behaviour includes any actions that cause harm to others, whether physical or emotional, or harm to property or the environment. Harmful words that threaten, exclude, or abuse are equally unacceptable. Educators model acceptable behaviour, demonstrating respect and care in their interactions with children, families, and each other.

## **Communication with Families**

Educators will maintain open communication with families, discussing children's behaviour—both positive and concerning—through informal and formal discussions when required. Feedback will be respectful, focusing on strengths as well as areas for development.

Families are encouraged to approach staff with any queries or concerns regarding their child's behaviour.