

Behaviour Guidance Policy



This policy provides documented guidelines regarding behaviour, interactions and guidance for children, families and educators. It provides consistency and clarity around acceptable behaviour and guidance measures to help ensure that children, families and educators have a safe environment.

As a staff team we believe all children have a right to:

An environment that fosters a sense of belonging, being and becoming, while providing opportunities for rich learning through play.

Actively engage in play, connect and collaborate with others and experience wonder and shared joy.

Feel safe, secure and be treated with dignity.

Respect, safety and positive communication.

Agency that ensures their engagement is meaningful, inclusive and intrinsically motivating.

Educators who are present, grounded and actively engaged in sharing discoveries and interests with children, modelling positive behaviours and guiding choices.

Relationships that value their connections with family, culture and place, with partnerships focused on developing shared goals for wellbeing, learning and positive behaviour.

Respect for family perspectives through active collaboration with families in guidance and support strategies.

Individual and unique consideration, forming the foundation for their success.

Recognition that behaviour is communication expressing their needs.

Behaviour guidance that supports them at their current stage, respecting their individuality, perspectives and emotional development.

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

Planning engaging programs that support each child's success, wellbeing and provide opportunities to express feelings through play.

Designing learning environments with visual supports and consistent routines.

Creating regulation areas for emotional support.

Fostering individualised relationships that support emotional development and wellbeing.

Intentionally teaching appropriate behaviours and play skills, building on strengths and achievements and providing choice where possible.

Being responsive to opportunities to nurture and develop children's flexibility skills, including communication, emotional regulation, resilience, conflict resolution and respect for others. These experiences are embedded in daily routines and interactions to support positive social and emotional development.

Establishing clear expectations with children to create consistent responses and model positive behaviours.

Valuing children as individuals within their family and cultural context and including family partnerships in developing shared goals.

Involving families and children in setting goals and developing consistent expectations.

Ensuring behaviour guidance is responsive to each child's context, needs, beliefs and uniqueness.

We will **teach, show and reinforce Kindy expectations** and the reasons for these by:

- Using consistent language across all educators to reduce confusion.
- Creating clear expectations for indoor and outdoor environments.

We **will maintain behaviour and regulation** skills by:

- Supporting children to problem solve, negotiate and find resolutions.
- Supporting children to manage their feelings, emotions and behaviours appropriately.
- Naming and noticing behaviours through specific praise.

We will **guide children's behaviour** by:

- Redirecting to new opportunities for play or regulation spaces.
- Using clear, calm instructions to encourage and reinforce environment and social expectations.
- Embedding the Child Protection Curriculum.
- Using appropriate language and scenarios to practise and prepare children.

We will use **restorative practices** to reduce, prevent and replace unsafe behaviours by:

- Offering choices, responsibilities or access to preferred experiences.
- Following up with positive reinforcement.
- Providing continuous opportunities for educators to model and children to practise alternative behaviour skills.
- Using co-regulation strategies to help children manage and organise their feelings.

We will **communicate and involve families** by:

- Initiating opportunities early to work together to assist children's wellbeing and learning through a strength's-based approach.
- Seeking assistance or consultation from student support services when needed.

We will **assess and revisit individual children's learning and development** by critically reflecting on our program and practices by:

- Reviewing the design of our learning environments and transition times.
- Considering how we empower children through opportunities for choice and agency.
- As a staff team, revisiting our expectations of children and the environment to ensure they are developmentally appropriate.
- Revisiting children's relationships with others.

Version:	3
Approved by site leader:	Andrea Gore
Governing Council Approval:	14/09/2026
Date of Review:	14/09/2027