Chandlers Hill Kindergarten Behaviour support, interactions and guidance policy

Last updated: Friday 14th November 2025

A documented policy regarding behaviour, interactions and guidance for children:

- helps to ensure that children, families and staff have a safe environment
- provides consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

As a staff team we believe:

- all children have a right to be protected and experience quality education and care in an environment that provides for their physical and psychological safety and wellbeing
- children have a right to express their feelings and emotions freely in a safe and nurturing environment. Preschool settings actively support children in recognising, understanding, and managing their emotions and behaviours through coregulation, a process where educators respond sensitively and supportively to children's emotional cues, helping them to regulate their feelings and behaviours
- effective communication and learning occurs when families and educators work together to develop common goals for children's wellbeing, learning and development
- consideration of children's individual and contextual needs is crucial to successful learning and the development of positive behaviours
- family partnerships are essential, and families' perspectives are valued and respected
- children have a right to be supported by educators who model appropriate behaviours and implement consistent guidance measures. Educators demonstrate appropriate behaviours to children through everyday interactions and explicit instructional teaching. They also provide predictable routines and offer consistent guidance
- no person has a right to make any child feel rejected, insecure, embarrassed or ashamed.

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

- planning for and implementing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- supporting children to understand guidance measures and expectations that are reasonable, developmentally appropriate, effective, consistent, and fair
- providing an enriching and engaging program that enables each child to experience belonging, a sense of wellbeing and gives opportunities to express feelings through all forms of play
- providing a range of learning spaces for quiet as well as active play to support regulation
- ensuring the learning environment is accessible and flexible so that it can be used for a range of learning experiences and teaching pedagogies

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- using positive verbal and non-verbal guidance to prevent, reduce or redirect behaviours of concern
- using positive feedback to acknowledge and reinforce expected behaviours
- role modelling empathetic, respectful, and positive behaviour to each child, while recognising that behaviour is learned and influenced by a variety of factors
- sensitively and patiently supporting children as they develop and practice new, developmentally appropriate behaviours over time
- planning intentional learning experiences that foster the development of key social and emotional skills, such as resilience, agency, appropriate risk-taking, conflict resolution, independence, leadership, respect for others, and effective communication, aligned with the Early Years Learning Framework outcomes. These opportunities will be embedded within the planning cycle to support children's active engagement in play and encourage children to confidently navigate social interactions and challenges in the preschool environment
- valuing children as individuals within their family and cultural context
- involving children in goal setting and the development of group norms and behaviour expectations where possible
- intentional teaching of positive behaviours and play skills, building on each child's strengths and achievements and providing choices where possible
- engaging in open and two-way communication with families to ensure that each child's rights are upheld.

We will respond to behaviours of concern by:

- reminding children of developmentally appropriate expectations and guidance measures and the reasons for these
- promoting, modelling, and supporting safe and positive behaviour
- explicitly planning for and teaching positive behaviour and expectations
- supporting children to problem solve, negotiate, and regulate their feelings, emotions and behaviours appropriately
- using restorative practice approaches that support children to empathise with others, repair harm and restore relationships when it has been assessed as emotionally and physically safe, and in the best interests of everyone involved
- communicating and working with families and internal and external service providers at the earliest opportunity to support children's wellbeing, learning, and positive behaviour change

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- assessing individual children's learning and development and critically reflecting on and reviewing our planned and implemented program and how the active learning environment supports their safe inclusion and participation
- using proactive strategies to co-regulate with children, to decrease behaviours of concern, support children to deescalate, and safely return to their learning environment
- developing, implementing, monitoring and reviewing behaviour support plans in partnership with children, families and relevant internal and external service providers.