



LONSDALE HEIGHTS PRESCHOOL

Behaviour, Interactions and Guidance Code

This code is consistent with the requirements of the:

- **National Quality Standard and Regulations**
 - o **National Quality Standard 5.1, 2.2 and 2.1.1** as well as 2.2.1, 2.2.3, 5.2, 5.2.1, 5.2.2, 6.1, 6.1.3, 6.2,
 - o **Regulation 155 and 156**

Department for Education – Positive Behaviour for Learning

Rationale

Documented guidelines regarding behaviour, interactions and guidance for children help ensure that all children, families and staff at Lonsdale Heights P-6 have a safe environment to learn and play, as well as consistency and clarity around acceptable behaviour choices and guidance measures.

Principles

Lonsdale Heights School Preschool is a safe place for every child and family, where a positive culture will develop and thrive. Partnerships and relationships are created together through staff, children, families and community education and learning. We will always aspire to reflect a socially just environment that values the identity of our community.

Our guiding principles:

- every voice deserves to be heard through active listening
- children have a right to express their feelings and emotions and should feel supported to manage these feelings, emotions and behaviours that underpin the development of positive relationships with peers and adults
- 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 are crucial to successful learning and the development of positive behaviours
- no person has a right to make any child feel rejected, insecure, embarrassed or ashamed
- being kind to each other and ourselves when we experience conflict and disagreement

Procedure

We understand that children will sometimes feel angry, frustrated and upset and will need support to express these feelings appropriately. We believe that children have the right to communicate these feelings and be supported to develop positive behaviours that underpin the development of respectful relationships with peers and adults.

Educator's responses to inappropriate behaviour will depend on the nature and/or frequency of the behaviour, the age and maturity of the child and the length of time the child has been at the preschool. Educators will respond to the behaviour promptly to ensure safety and wellbeing of the children and to provide the best opportunity for children to understand the consequences for inappropriate behaviour



Educators have a duty of care that requires them to:

- supervise children so that they can learn the responsibilities and practices designed for their own safety and that of others
- design and implement appropriate programs and procedures to ensure the safety of children
- remind children about unsafe and dangerous situations, choices and practices
- ensure that the premises and equipment are safe and built for purpose

As a staff team we view children as capable and competent learners. We will support positive behaviours and interactions by:

- planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- providing a responsible, developmentally appropriate curriculum to promote healthy self-confidence as well as a sense of belonging and self-worth
- planning opportunities for the development of skills including resilience, agency entry and exit skills when playing, transitions, risk taking, restorative practices, independence, leadership, respect for others and communication
- treating all children with respect and dignity
- keeping children safe physically and emotionally
- modelling and acknowledging behaviour that demonstrates consideration and respect for others

We will respond to behaviours by:

- reminding children of expectations and limits and the reasons for these
- 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 environment to ensure it supports positive behaviours.
- planning, documenting, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services
- being aware of our limitations and seeking assistance when required
- accompanying children away from a situation where they are at risk of hurting themselves or others and offering them alternative choices so they feel like they are in control of their behaviour

Bullying behaviours will not be accepted at Lonsdale Heights Preschool. Children will be counselled and parents informed if any bullying behaviours occur whilst a child is enrolled at our site.

Updated: 12/12/2022

Next Review Date: 2023

Sources:

Keeping Safe: Child Protection Curriculum Early Years

DfE: Positive Behaviour for Learning – Practice Guide : Positive behaviours for learning classroom practices

DfE: Behaviour support toolkit

Approved by: Governing Council

Date of Approval: 12/12/2022

