
PEK-P08: INTERACTIONS WITH CHILDREN

1. Overview

This policy outlines how department staff and volunteers support safe and positive behaviour for children and young people at Port Elliot Kindergarten. We promote consistency around acceptable behaviour and guidance measures that will be implemented.

We believe that children:

- Have the right to learn and play in a friendly, safe, inclusive and supportive environment.
- Have a right to express their feelings and be supported to develop positive behaviours.
- Learn best when they experience success and have a positive sense of wellbeing and self-esteem.

We believe that staff:

- Have the right to be safe and teach in a friendly, cooperative and supportive environment.

2. Supporting children and young people

Challenging, complex and unsafe behaviours (behaviours of concern) are an indicator that children and young people **need support** to be included in early childhood, care and education services.

The relationship between a child or young person and a caring adult is the fundamental basis of all behaviour support. Children and young people are most likely to behave in a positive, inclusive and respectful manner when they're supported by a caring adult who models this behaviour, and who teaches, guides and supports the child or young person to do the same.

- Behaviour is learnt over time. Children and young people will be supported to learn and practice new positive behaviours over time.
- Parents, caregivers, family members, community members, peers and professionals influence children's behavioural development. They are key partners in supporting positive behavioural change.

How we do this:

At Port Elliot Kindergarten all staff will:

- Model, promote and support positive behaviour that values diversity, demonstrates respect for and inclusion of all.
- explicitly teach children and young people about safe and inclusive behaviours, positive behaviour and expectations about behaviour.

- intervene in an effort to reduce or redirect behaviours of concern.
- work with children and their families or other professionals, to understand the contextual needs of a child or young person including any behaviours of concern and seek the involvement of all these parties to support positive behavioural change.
- provide visible, fair and equitable behavioural responses that foster confidence and trust.
- repair and restore relationships that have been harmed by behaviours of concern.
- establish safety and wellbeing for people involved in behavioural incidents, and others.
- participate in professional learning to build skills, knowledge and confidence in developing positive environments and recognising, responding to and managing behaviour incidents.
- address behaviours of concern when they occur, and support those involved and affected by these behaviours.
- encourage children to support others to behave in safe, respectful and inclusive ways if their friends are engaging in behaviours of concern, including by seeking help from trusted adults.

3. Behaviours encouraged at Port Elliot Kindergarten include:

- respecting and caring for others
- respecting and caring for materials and equipment
- positive interactions
- being cooperative
- sharing and turn taking
- listening and attentive behaviour
- being polite
- valuing people's opinions
- participating in experiences

4. Inappropriate behaviours will be addressed by:

- reminding children of expectations and limits, and reinforcing the reasons for these individually and at group times.
- redirecting children.
- moving other children away if they are at risk.
- talking about the problem and working with the child to determine alternatives.
- supporting children to empathise with others and restore relationships.
- supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately.
- providing opportunities for directing anger (e.g. kicking a ball).
- providing calming experiences (e.g. squeezing play dough and stress balls, deep breaths).
- allowing the child to have quiet thinking time to reflect on their behaviour and decide on play options.



- withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time.
- discussing the behaviour with parents and working towards consistent strategies for home and kindergarten to assist the child's wellbeing and learning.
- assessing individual children's learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours.
- planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services.
- being aware of our limitations and seeking assistance when required. DfE support will be sought when a child's behaviour is consistently challenging and puts others at risk.
- participating in staff development that informs us of strategies that can be used to support children with difficult behaviours.