



Angaston Kindergarten

Interactions with Children and Behaviour Education Policy

Rationale

From birth, children begin to explore how the social world works. Exploring and learning to manage feelings, behaviour, rights and responsibilities is a complex process.

Educators play an important role in supporting children to regulate their own behaviour. Positive, respectful daily interactions with children can support them to learn about interdependence and to become considerate citizens.

These relationships provide a solid foundation from which to guide and support children as they develop self-confidence and skills to manage their own behaviour, make decisions and relate positively and effectively to others.

(ACECQA, 2018)

Documented guidelines regarding behaviour and guidance for children help ensure that children, families and staff have a safe environment, consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

Our values:

The Staff and Governing Council of Angaston Kindergarten aim to maintain an inclusive, safe, caring and inspiring learning environment for all children and adults by imbedding the Kindergarten's core *Values* - into daily practice, decision-making and interactions with the Angaston Kindergarten community.

Our Philosophy Statement:

At Angaston Kindergarten we acknowledge a child's uniqueness belonging to a family and respect the partnership with families and the culturally diverse community, as we go on a shared learning journey.

All children have the right to quality education in a safe, nurturing and stimulating environment that has a focus on routine, recycling and sustainability.

We respect and celebrate each child as capable, competent and active learners believing that play is the natural way that the children learn, using a growth mindset as a foundation for lifelong learning.

We acknowledge Australia's Aboriginal and Torres Strait islander people and will celebrate and imbed their cultural richness into the teaching and learning at our site. In particular we respectfully acknowledge the traditional lands of the



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Peramangk people on which Angaston Kindergarten stands and strive to build our knowledge of and connection with Peramangk people past and present.

What we believe about children

- We believe trusting and respectful relationships with staff are essential for children's success as learners
- We believe children need a safe, secure environment in order to develop a sense of belonging and positive sense of self
- We believe all children have strengths and have the right to be heard and contribute their ideas, feelings and knowledge to support learning
- We believe all children are capable and competent learners and should have the opportunity to develop to their full potential
- We believe children should experience fun, laughter and enjoyment while learning and interacting with others
- We provide an environment that supports all children's wellbeing and development
- We provide an environment that values children's active learning through play
- We acknowledge and celebrate children's similarities and differences.

What we believe about learning

- We acknowledge that play is at the centre of children's learning
- We provide an authentic child centered learning environment that supports children's interests and encourages exploration and inquiry through play
- We will enable children to develop their responsibility to care for the environment fostering hope, wonder and knowledge about the natural world.
- We believe the physical arrangement and aesthetic appeal of the environment is integral to children's willingness to embrace the learning process
- We believe trusting, supportive relationships between children and educators underpins children's learning successes
- We believe children's learning is enriched when educators and families work in partnership to support learning
- We use the Early Years Learning Framework: Belonging, Being, Becoming and National Quality Standards as a foundation for implementing quality teaching and learning.

What we believe about families

- We believe trusting and respectful relationships with families are essential for children's success as learners
- We believe parents have a positive impact on children's learning through their involvement in kindergarten and welcome the different knowledge; skills and diversity individuals bring to support learning



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- We acknowledge and respect the cultural diversity and beliefs of all families
- We believe open communication with families' builds trusting relationships
- We believe families are the primary influence on children's development
- We acknowledge that children and families bring their own stories with them to kindergarten
- We respect, support, value and communicate with families about their children.

What we believe about the Community

- We respect the varied and diverse cultures within our community and encourage involvement and participation through learning support and management
- We believe the community is an important resource and learning tool for our children and encourage and seek community involvement in teaching and learning
- We will actively seek the involvement of community members, groups, businesses and organisations to support teaching and learning at our site
- We collaborate with DECD and independent feeder schools in our region to enrich children's school transition experience.

Interactions with Children - policy and procedure:

- Centre Policies and Procedures and Educator practice is guided by the Centre's Vision, Values and Philosophy Statements.
- *Protective Practices for staff in their interactions with children and young people. Guidelines for staff working or volunteering in education and care settings, the Early Childhood Australia and The SA Public Sector Code of Ethics provide a sound foundation to guide educator practice.*

Early Childhood Australia Code of Ethics:

- *is intended for use by all early childhood professionals working with or on behalf of children and families in early childhood setting*
- *states the protection and wellbeing of children is paramount. Therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility*
- *considers the following values and processes as central : respect, democracy, honesty, integrity, justice, courage, inclusivity, social responsiveness, cultural responsiveness, education.*

The SA Public Sector Code of Ethics:



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- exists to support public sector employees, including people who are employed under the Children's Services Act, Education Act, or the Public Sector Act in their professional activities and personal conduct.
- provides a guide that defines standards of behaviour and the values that underpin them. These are prescribed as Professional Conduct Standards
- these values are the foundation of ethical behaviour in the public sector: Democratic values, Service, respect and courtesy, Honesty and integrity, Accountability, Professional conduct standards.
- Professional Conduct Standards are: Courteous Behaviour, Public Comment, Handling Official Information, Criminal Offences, Use of Government/ Public Resources, Conflicts of Interest, Outside Employment, Acceptance of Gifts and Benefits Reporting Unethical Behaviour.

Angaston Kindergarten Behaviour Code – Strategies, Practices and Procedures:

Policy Statement:

- We accept that children feel angry, frustrated and upset at times, and need to express these feelings appropriately.
- Educators and parents need to share responsibility, being consistent at all times, creating a safe, secure environment for all children, and modelling appropriate behaviours.
- Whilst on the premises, parents/carers will abide by the Centre's Behaviour Code, especially if they discipline their child. Under no circumstances should they discipline other children.

- If parents see inappropriate behaviour they may ask the person to 'stop' and MUST inform an educator immediately so that it can be dealt with.
- All parents/carers will be notified of this code.

To support positive behaviour Educators will:

- Value children as individuals.
- Form strong responsive relationships with children.
- Be kind and respectful when talking to/about children.
- Provide adequate supervision at all times.
- Support children as they learn to respect and care for themselves, other people and the environment.
- Set, explain and teach clear and consistent expectations daily.
- Be positive, fair and patient.



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- Teach and support children to learn appropriate strategies to resolve conflict to use when dealing with intrusion, conflict or threat
- Be consistent and follow through when supporting children to co and self-regulate.
- Encourage, teach and support children to be responsible for their own actions, to learn to make good choices and be aware of the consequences of their behaviours.
- Provide opportunities for problem solving.
- Encourage, support and teach children to identify their feelings and the feelings of their peers and respond appropriately.
- Model appropriate behaviour, language and problem solving strategies.
- Be aware that all behaviour is a form of communication and positive behaviour is a skill that is developed through age appropriate strategies.
- Recognise and show appreciation for appropriate behaviours and build on each child's strengths and achievements.
- Ensure that our strategies are developmentally and age appropriate for individual children.
- Reflect on our practices to ensure best practice is always being used.

In order to support children during times of challenging behaviours educators will:

- Stay calm and connect with the child, guiding and supporting them directly and with kindness.
- Let the child know they understand how they are feeling and will stay with them through their 'big' emotions. This sends the child the message they are safe, secure and supported during the challenging time.
- Once the child has calmed, reassure them, help them to name their feelings and to identify the feeling that prompted the challenging behaviour.
- Support the child to recognise how their behaviours affect those around them.
- Support the child to reengage in the play experience or redirect to another play experience.
- Support the child to reconnect with their peers.
- Observe record and reflect on what is occurring for the child before, during and after times of challenging behaviours to develop an understanding of what is happening for the child and provide strategies to support the child to feel safe and secure.
- If extreme challenging behaviours persist and the child is unable to co-regulate/self-regulate 'big' emotions parents may be called to collect their child and take their child home.
- When challenging behaviours are repeated a plan will be developed in consultation with the child's parents/caregivers, and when possible the child themselves, and involving support services when necessary.
- When supporting a child through challenging behaviours it is essential that language educators use is positive, encourages perspective taking and target the behaviour rather than the child.



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- When educators are supporting children through challenging behaviours, it is imperative that educators respond mindfully and calmly.

Children's Daily Routines:

- Daily Routines support children's wellbeing as they know what to expect and how to behave. They support children to be independent participants and have a sense of agency. They have ownership of their learning and care environment.
- Current routines are displayed in the Kindergarten and may be subject to change based on educator decisions, children's interest and needs or external factors such as weather conditions or special events. They act as a guideline for the day.

Bullying:

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying at Angaston Kindergarten will be addressed promptly and in collaboration with families.

Staff will respond to bullying by:

- Empowering children with strategies to 'stop' bullying
- Listening and responding to any concerns from children and parents about possible bullying.
- Promptly communicating cases of bullying to both the victim and perpetrators parents.
- Use a restorative justice- developmentally appropriate approach.

National Quality Standard:

QA5 5.1 Respectful and equitable relationships are developed and maintained with each child.

QA5 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

National Regulations:

Regs 155 Interactions with Children
156 Relationships in groups

Early Years Learning Framework:

LO: 1 Children have a strong sense of Identity.



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- LO: 2 Children are connected with and contribute to their world.
- LO: 3 Children have a strong sense of wellbeing.
- LO: 4 Children are confident and involved learners.
- LO: 5 Children are effective communicators

Endorsed by Staff and Governing Council:

Governing Council Chair: _____

Director: _____

Date: _____

Date: _____