As a kindergarten community we believe:

- All children have the right to feel secure and to learn and develop in a psychological and physically safe, environment
- Children have a right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and adults
- Effective communication and learning occurs when families and educators work together to develop common goals for a child’s wellbeing, learning and development.
- That the consideration of children’s individual, and contextual needs are crucial to successful learning and the development of positive behaviours
- That family consultation is valued and their individual perspectives respected
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set
- No child should be made to feel rejected, insecure, embarrassed or ashamed

As a staff team we promote positive behaviour 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
- Ensuring that limits set are reasonable and understood by all children and adults
- Providing an enriching and engaging program that enables each child to experience success, a sense of wellbeing and gives opportunities to express feelings through sensory and other forms of play
- Using positive verbal and non-verbal guidance
- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
- Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour
- Intentional teaching of appropriate behaviours and play skills, building on each child’s strengths and achievements and providing choices when possible
We will respond to challenging 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
- 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 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 (when needed) in partnership with families and support services
- Being aware of our limitations and seeking assistance when required
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time

**ACCEPTABLE BEHAVIOUR**

- Respecting and caring for others
- Sharing and taking turns
- Being co-operative
- Being polite
- Participating in activities
- Being friendly
- Listening
- Helping
- Using appropriate social language and actions (e.g. “please stop, I don’t like it when you…..”)
- Valuing other people’s property (including something they made or built)
- Walking inside the building

**UNACCEPTABLE BEHAVIOUR**

- Hitting
- Kicking
- Spitting
- Pushing
- Pinching
- Swearing
- Yelling at others
- Bullying
- Name calling
- Verbal abuse
- Threatening others
- Biting
- Throwing – sand, stones or toys
- Climbing fences/gates
- Running
- Destruction of property

Reviewed May 2014