



*Athelstone Preschool*

## ***Behaviour Support, Interactions and Guidance Policy- Site Behaviour Code***

### ***Purpose***

To ensure all children at Athelstone Preschool are supported to develop positive behaviours, social competence, and emotional wellbeing within a safe, inclusive, and respectful environment.

A documented behaviour support policy:

- ensures children, families, and staff experience a safe environment
- provides consistency, clarity, and fairness in behaviour expectations and guidance responses
- aligns with the **Education and Care Services National Law (SA)**, **Education and Care Services National Regulations 2011**, the **Early Years Learning Framework (EYLF)**, and the **National Quality Standard (NQS)**.

### ***Scope***

Our Preschool Behaviour Guidance and Support Policy expands on the Department for Education's [behaviour support policy \(PDF 603 KB\)](#) and is informed by the **Child Protection Curriculum** and inclusive education principles. The policy is available to families on the Athelstone Preschool website. This policy applies to all educators, staff, volunteers, families, and children attending Athelstone Preschool.

### ***Policy Statement***

At Athelstone Preschool, we believe:

- every child has the right to feel safe, valued, and respected
- behaviour is a form of communication
- children develop self-regulation through supportive relationships and co-regulation with educators
- learning occurs best when families and educators work in partnership
- children's dignity must always be protected

We take a **proactive, relational, and trauma-informed approach** to behaviour guidance, focusing on prevention, connection, and skill development rather than punishment.

We explicitly align our practice with:

- **NQS Quality Area 5:** Relationships with Children
- **NQS Quality Area 6:** Collaborative Partnerships with Families and Communities
- **EYLF Outcomes**, particularly Outcomes 1, 2 and 3 t

## ***Guiding Principles***

**At Athelstone Preschool:**

- Behaviour is learned, influenced, and supported through relationships
- Children are supported to regulate emotions through co-regulation before self-regulation
- Expectations are taught explicitly and consistently
- Environments are intentionally designed to support engagement and reduce conflict
- Families are active partners in behaviour understanding and support
- Children are supported to be active contributors in setting group expectations

***We do not use practices that shame, humiliate, isolate, or diminish a child's dignity.***

## ***Promoting Positive Behaviour and Interactions***

**We promote positive behaviour by:**

- building secure, respectful, and responsive relationships
- creating a strong sense of belonging, being and becoming
- designing calm, engaging, and inclusive learning environments
- providing predictable routines and consistent expectations
- explicitly teaching social and emotional skills (e.g. turn-taking, problem-solving, empathy)
- supporting children to name, express, and regulate emotions
- using positive language, encouragement, and acknowledgement
- role-modelling respectful communication and behaviour
- embedding behaviour learning within everyday play experiences
- involving children in co-constructing group expectations

**We intentionally teach skills including:**

- cooperation and turn-taking
- emotional regulation and resilience
- conflict resolution and negotiation
- independence, agency, and persistence
- safe entry and exit into play

## ***Responding to Behaviour of Concern***

**When behaviour of concern arises, educators will:**

- respond calmly, consistently, and respectfully
- remind children of expectations and support understanding
- co-regulate with the child to support emotional regulation
- guide problem-solving, negotiation, and repair of relationships

- use restorative practices where appropriate and safe
- adjust environments and routines in response to identified needs
- communicate with families early and collaboratively
- document and reflect on patterns of behaviour when required
- develop Individual Behaviour Support Plans when necessary

## ***Safe and Unsafe Behaviour***

**If a child demonstrates unsafe behaviour, educators will:**

- clearly explain the safety concern in age-appropriate language
- redirect the child to safer choices or environments
- stay with and support the child at all times
- ensure safety of all children and educators as the priority
- follow up with reflective, restorative conversations when appropriate
- communicate with families and collaborate on next steps

In situations involving risk of harm, immediate safety actions will be taken, and leadership and families will be informed.

## ***Partnerships with Families***

We are committed to strong partnerships with families and will:

- communicate openly, respectfully, and early when concerns arise
- share consistent strategies between home and preschool
- involve families in behaviour planning and decision-making
- respect cultural perspectives and family values
- provide support, resources, and referrals where appropriate

## ***Inclusion and Additional Needs***

We support all children through inclusive practice by:

- differentiating learning environments and experiences
- collaborating with Department for Education support services and external agencies
- developing, implementing, and reviewing Individual Behaviour Support Plans
- ensuring equitable access to participation and learning

## ***Prohibited Practices***

The following practices are not permitted at Athelstone Preschool:

- physical punishment
- verbal or emotional abuse
- humiliation, shaming, or threats
- unsupervised isolation or exclusion as a behaviour response
- any practice that compromises a child's dignity, safety, or wellbeing

## ***Behaviour Expectations***

**Acceptable Behaviour**

- being kind, respectful, and caring
- sharing and taking turns
- walking inside the building
- listening and cooperating
- helping others
- using polite and respectful language

- respecting people and property
- participating safely in play

**Unacceptable Behaviour**

- hitting, kicking, biting, pinching
- spitting, pushing, or throwing objects dangerously
- swearing or verbal abuse
- bullying or threatening others
- damaging property
- unsafe climbing or running indoors/outdoors
- repeated refusal to follow safety guidance

**Legislation and Frameworks**

This policy is guided by:

- Education and Care Services National Law (SA)
- Education and Care Services National Regulations 2011
- National Quality Standard (NQS)
- Early Years Learning Framework (EYLF V2.0)
- Department for Education Behaviour Support Policy (SA)
- Child Protection Curriculum (SA)

**Relevant NQS Areas:**

- QA1 Educational Program and Practice
- QA2 Children’s Health and Safety
- QA5 Relationships with Children
- QA6 Collaborative Partnerships with Families

**Review**

This policy will be reviewed every 3 years, or earlier if required by legislative updates, Department for Education changes, or service needs.

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Approved by site leader:	<i>Suzana Mladenovic</i>
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Date Approved by Governing Council:	May 2026
Date of next review:	May 2029
Amendments(s):	

Staff meeting 20/05/2026 – We co-created the Athelstone Preschool Behaviour Response Chart. This chart forms part of this document.