

BEHAVIOUR, INTERACTIONS AND GUIDANCE CODE

Quality Area 5: Relationships with children

At Lake Wangary Preschool staff work in partnership with parents/carers and the community to provide a quality learning curriculum in a welcoming, safe and stimulating environment where everyone is respected and valued.

At Lake Wangary Preschool we believe:

- All children have the right to feel safe and protected. We do this by providing an inclusive, supportive, psychological and physically safe environment for children to learn and play.
- An educator's role is to show compassion, empathy and understanding when explicitly modelling and scaffolding effective strategies that children can use when interacting with others and developing their sense of being, belonging and becoming.
- Children have the right to express their feelings and emotions and feel supported through co-regulation to manage these feelings, emotions and behaviours.
- Effective communication and learning occurs when families, educators and support services work together to develop common goals for children's wellbeing, learning and development.
- A holistic understanding of each child, their individual and contextual needs, life experiences, stages of development are crucial to successful learning and the development of positive behaviours.
- Collaborative family partnerships are highly valued and important. We ensure families perspectives are valued and respected.

As educators at Lake Wangary Preschool we promote positive behavior and interactions by:

- Celebrating and valuing children as individuals within their family and cultural context
- Supporting children to assertively express their own needs while respecting the needs and rights of others
- Explicitly modelling, scaffolding and discussing what positive behaviour and interactions look like through stories, puppet plays, role plays so children have a shared understanding of how to contribute and be part of shared learning experiences.
- Intentionally planning for and implementing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- Continually building our capacity on research informed best practices including Zones of Regulation, Trauma informed practices,
- Using the de-escalation scale and individual plans to ensure
- Providing an enriching and engaging program that enables each child to experience success, a sense of wellbeing and gives opportunities to recognise, communicate and regulate their feelings through all forms of play
- Using positive verbal and non-verbal guidance from Student Support Services where required
- Demonstrating empathy and sensitivity to each child and being mindful of the variety of factors that influence behaviour including trauma.

- Planning opportunities for enabling the development of skills including mindfulness, calming strategies, resilience, agency, entry and exit when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- Communicating positively and with clear intentions to support children in expressing their needs and providing them with the language to talk about their feelings, solve problems and work collaboratively.
- Involving children in discussions about being a good friend, bucket filling, working together and in ensuring we are all safe and respectful.
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices where possible
- Constantly communicating with families and providing the latest information and guidance, support and reassurance

At Lake Wangary Preschool we respond to behaviours that pose challenges or safety risks by:

- Co-regulating children's emotions in a sensitive, calm and nurturing way while reminding them of ways to keep themselves and others safe.
- Recognise the emotional and communication need underlying the behaviour.
- Supporting children to problem solve, negotiate, find resolutions and manage their feelings, emotions and behaviours appropriately
- Model 'Stop I don't like it" and reinforce personal space and safety.
- Using Restorative Justice practices that support children to empathise with others and restore relationships, this may also be in the form of stories, puppet plays, role plays.
- Risk assessments and De-escalation plans for individuals that become dysregulated and seek their needs through externalised behaviour that is unsafe.
- Communicating with and involving families at the earliest opportunity to work together positively to assist children's wellbeing and learning
- Assessing individual children's learning and development and critically reflecting on and reviewing our planned and implemented program and how the active learning environment supports positive behaviours
- Planning, implementing, monitoring, critically reflecting and reviewing individual behaviour plans in partnership with families and support services
- Seeking assistance where required from Student Support Services.