



Poonindie Early Childhood Centre

BEHAVIOUR, INTERACTIONS, SUPERVISION AND GUIDANCE CODE

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

Please note, this policy must be read in conjunction with all other relevant policy and procedural information provided on the approved provider's website and all other resources listed below, including:

- [Behaviour support and interactions with children in preschools](#)
- [Behaviour support policy](#)
- [Duty of care guidelines](#)
- [Protective practices for staff in their interactions with children and young people – guidelines for staff working and volunteering in education and care settings](#)

Links to the [Education and Care Services National Regulations](#)

- Regulation 168 Education and care service must have policies and procedures – Reg 168 (h)(i) providing a child safe environment and (j) interactions with children.

Links to the [National Quality Standard](#)

- Quality Area 2 - Children's Health and Safety
 - *Standard 2.2 – Safety – Each child is protected*
 - *Element 2.2.1 – Supervision – At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.*
- Quality Area 5 – Relationships with children
 - *Standard 5.2 – Relationships between children*
 - *Element 5.2.2 – Self-regulation – Each child is supported to regular their won behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts*

As a staff team we believe:

- all children have a right to feel respected, valued and be adequately supervised at all times to ensure their safety, optimal health and positive wellbeing while in attendance at our preschool
- where our educators provide adequate/active supervision, this helps to facilitate children's safety, health and wellbeing
- all children have a right to feel protected and develop in a psychological and physically safe, environment
- children have a right to express their feelings and emotions and supported to manage these feelings, emotions and behaviours that underpin the development of positive relationships with peers and adults
- effective communication and learning occurs when families and educators work together to develop common goals for children's wellbeing, learning and development.
- consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours
- family partnerships are essential and their individual perspectives are valued and respected
- children have a right to be supported by educators who model appropriate behaviours and ensure consistent guidance measures are implemented
- no person has a right to make any child feel rejected, insecure, embarrassed or ashamed.

As a staff team we promote positive behaviour and interactions and active supervision by:

- ensuring all children are either in line-of-sight or within hearing distance when being supervised at all times
- seeking opportunities to role model positive behaviour and interactions for children
- regularly communicating and being open with/sharing our feelings



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- planning for and implementing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- ensuring that guidance measures 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 all forms of play
- using positive verbal and non verbal guidance
- demonstrating empathy and sensitivity to each child and being mindful of the variety of factors that influence behaviour
- planning opportunities for enabling the development of skills including resilience, agency, entry and exit when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- communicating positively, using positive language and acknowledging and modelling respectful and acceptable behaviour
- valuing children as individuals within their family and cultural context
- involving children in goal setting, developing group norms and the development of behavioural expectations and consequences
- intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices where possible
- engaging in open and two-way communication with families to ensure that each child's rights are met.
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We will respond to behaviours that pose challenges or safety risks by:

- targeting and regularly reflecting on our ability to provide consistent active supervision that responds to risky situations or children who would benefit from additional support to reduce the level of risk of harm and hazards
- reminding children of expectations and guidance measures and the reasons for these
- supporting children to problem solve, negotiate, find resolutions and manage their feelings, emotions and behaviours appropriately
- using Restorative Justice practices that support children to empathise with others and restore relationships
- 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.
- accompanying children to an alternative area when they are at risk of hurting themselves or others, ensuring an adult supports them to work through the situation aiming for positive outcomes for all involved.

Directors Signature _____ **Chairperson Signature** _____

Review Date: May 2025 **Next review 2028**

Modifications and changes from review:



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Version	
Approved by site leader:	
Date of Approval:	
Date endorsed by Governing Council	
Date of next review:	
Amendments	