Behaviour support, interactions and guidance policy

Purpose

This policy guides how educators at Callington Kindergarten support positive interactions, respond to behaviours of concern and ensure the safe inclusion, dignity and wellbeing of every child. It aligns with the Department for Education Behaviour Support Policy, September 2025, the National Quality Standard and Callington Kindergarten's philosophy.

Our approach

At Callington Kindergarten our shared language is: We are brave, kind and safe. These words are used with children as positive, understandable ways to notice choices, solve problems and care for ourselves, each other and our environment. They are not used as labels or as a compliance system.

We believe:

- All children have the right to physical and psychological safety, dignity, belonging and participation
- Children's behaviour is a form of communication and is understood in the context of their strengths, needs, feelings, development, relationships, experiences and environment.
- Children learn social and emotional skills through responsive relationships, co-regulation, modelling, explicit teaching and repeated opportunities to practise
- Children are capable and should be involved in decisions, problem-solving, goal setting and repairing relationships in ways appropriate to their age and development
- Family knowledge, culture and perspectives are essential to understanding and supporting each child
- No child should be shamed, humiliated, isolated as punishment or made to feel rejected or unsafe.

Promoting safe, positive and inclusive behaviour

- Plan calm, engaging and flexible indoor and outdoor environments that support agency, choice, regulation, challenge and meaningful play
- Use predictable routines and clear, developmentally appropriate expectations, including our brave, kind and safe language
- Model respectful communication, empathy, consent, problem-solving and care for people, Country and the environment
- Use positive verbal and non-verbal guidance, redirection and co-regulation before behaviour escalates

- Intentionally teach social and emotional capabilities such as recognising feelings, persistence, turn-taking, negotiation, conflict resolution, help-seeking, safe risk-taking, and understanding others' perspectives, rights and needs
- Notice strengths, effort and positive contributions without relying on public rewards, shame or comparison
- Provide quiet and active spaces and adjust the environment when sensory, social or regulation needs are affecting participation
- Work with children and families to understand patterns, strengths, triggers, protective factors and strategies that support successful participation.

Responding to behaviours of concern

Educators respond according to the seriousness, frequency and context of the behaviour. The response is proportionate, developmentally appropriate and focused on safety, learning and continued inclusion.

- Establish immediate physical and emotional safety for the child and others
- Use the least exclusionary response that can safely prevent, reduce or redirect the behaviour
- Co-regulate first, using calm presence, reduced language, space, sensory supports or a familiar trusted adult where helpful
- Avoid punitive, humiliating or coercive responses and do not require a child to apologise or participate in restorative discussion before they are regulated and ready
- After regulation, support reflection, problem-solving and repair of relationships when it is emotionally and physically safe and in the best interests of those involved
- Consider whether the environment, routine, expectations, communication, learning program or adult response needs to change
- Communicate with families early when behaviour is persistent, complex or unsafe, while maintaining the privacy of other children
- Work with relevant department and external professionals where additional assessment, health, disability or developmental support is needed
- Develop, implement, monitor and review an individual behaviour support or safety plan where required, in partnership with the child, family and relevant professionals
- Record and report incidents in accordance with department requirements when an incident meets reporting thresholds.

Safe inclusion and individual support

- Callington Kindergarten aims to keep children safely included in their learning community.
- Children with disability, developmental differences, trauma experiences, health needs or communication differences are supported through reasonable adjustments and individualised planning where required. Relevant plans are shared with all educators who support the child.
- Where behaviour is persistent, complex or concerning, observations and relevant information are documented and considered with the team around the child. The child is included in this process where appropriate. Support plans are developed and reviewed regularly.
- Temporary changes to the environment, group, routine or level of adult support may be used to maintain safety.
- Any ongoing adjustment is reviewed for its impact on the child's participation, rights, learning and relationships.

Partnership with children and families

- Children and families are listened to and supported to express what happened, what they need and what could help next time
- Families are invited to share strategies, cultural perspectives, significant changes and information that may affect wellbeing or behaviour
- Educators communicate about a child's progress and support needs in a strengths-based and respectful way
- Confidential information about another child or family is not shared.

Educator reflection and consistency

- Educators use staff discussion, planning and critical reflection to maintain consistent approaches.
- We ask what the behaviour may be communicating, what the environment or adult response may be contributing, whether expectations are appropriate, and what will strengthen the child's agency, safety and successful participation.

Related documents

- Department for Education Behaviour Support Policy, September 2025
- Callington Kindergarten Philosophy Statement
- Callington Kindergarten Adequate Supervision and Child Movement Risk Assessment
- current child-specific health, behaviour support or safety plans where applicable.

Document review record

Version:	2.0
Approved by site leader:	Alison Hennessy
Consultation / approval record	Approved by Governing Council September 2026
Review/update date:	23/09/2026
Next review:	September 2027, or earlier if department requirements, site practice or identified needs change
Amendments:	Updated to align with the Department for Education Behaviour Support Policy, September 2025 and current Callington philosophy. Added brave, kind and safe language, co-regulation, least-exclusionary practice, safe inclusion, child agency, restorative repair and individual planning.