



Modbury North Kindergarten

Behaviour, interactions, and guidance code

National Quality Standard Area 5 | Relationships with children

Relationships with children are responsive, respectful, and promote children's sense of security and belonging. As educators we are committed to consistent, fair, equitable responses to children, to support them to best engage in the learning plan and with each other.

Purpose

This code provides documented guidelines regarding behaviour, interactions, and guidance for children to help ensure that children, families, and staff have a safe environment, consistency, and clarity around acceptable behaviour and the guidance measures that will be implemented.

At Modbury North Kindergarten, we are a trauma-informed centre. We understand that every behaviour reflects an unmet need. Our educators approach children with a trauma-aware mindset, responding rather than reacting, and positioning themselves as the supportive, grounded, bigger and wiser adults in all situations.

It is intended that this code will...

- Ensure effective, consistent, and fair behaviour support for children and young people across education, early childhood, and care services in the department.
- Help children and young people to be safely included and participate in learning in a positive way that respects other students and staff.
- Develop the personal and social capability of children and young people to understand and exercise their rights and responsibilities so that they can fully contribute to their learning environments, and to their wider community.

As a team we believe...

- All children have the right to feel protected and develop in a psychological and physically safe environment.
- Every behaviour is a communication of an unmet need, and children must be supported with compassion and curiosity to uncover what lies beneath the surface.
- Children have the right to express their feelings and emotions, and to be supported in managing these in ways that strengthen positive relationships with peers and adults.

- Educators must be the supportive, grounded adults who respond calmly, rather than react, in moments of challenge.
- Effective communication and learning occur when families and educators work together to develop common goals for children’s wellbeing, learning, and development.
- Consideration of children’s individual histories, contexts, and needs are crucial to successful learning and the development of positive behaviours.
- Family partnerships are essential, and their perspectives are valued and respected.
- Our ongoing relationships with internal and external support services help us provide consistent guidance and ensure children’s needs are addressed holistically.
- Children have a right to be supported by educators who model appropriate behaviours and ensure consistent trauma-informed guidance measures are implemented.
- No person has the right to make any child feel rejected, insecure, embarrassed, or ashamed.

Supporting children

Challenging, complex, and unsafe behaviours (behaviours of concern) are signals that children need support to be included. Research indicates that most children can behave in safe, respectful and inclusive ways, while a small number engage in challenging behaviours.

At Modbury North Kindergarten, we view behaviours of concern through a trauma-informed lens:

- They are not “problems to fix” but communications of unmet needs.
- A child’s engagement in these behaviours may change over time, and with the right support, healing and growth are possible.

The relationship between a child and a caring, grounded adult is the foundation of all behaviour support. Children are most likely to behave in positive, inclusive, and respectful ways when they are supported by an adult who models this behaviour, responds calmly, and works with families and services to identify and meet underlying needs.

How we support children

Our educators play a key role in creating and maintaining trauma-informed, supportive, and safe learning environments. We will...

- Model and promote behaviour that values diversity, demonstrates respect for and inclusion of all children, and promotes a positive learning environment.
- Explicitly teach children about safe and inclusive behaviours, and the core values of our service.
- Respond rather than react to behaviours of concern, always holding the role of the supportive, grounded adult.
- Support the participation of all children, taking special measures to include children who are at higher risk of exclusionary responses (including Aboriginal children, children in care, and children with disabilities).
- Participate in professional learning to strengthen trauma-informed practice, build skills, and confidently support children’s behaviour and wellbeing.

- Work in partnership with parents, caregivers, families, and support services to understand what lies beneath behaviours, and to co-develop strategies that address underlying needs.
- Provide timely and consistent trauma-informed intervention in response to behaviours of concern.
- Use restorative and relationship-based practices to support children to repair harm and restore trust.
- Always ensure that children feel physically and psychologically safe.

How families can support children

Parents and families are their child/ren's first and ongoing teachers. At Modbury North Kindergarten, we view families as essential partners in supporting children's wellbeing and behaviour. Families support their child/ren's positive behaviours when they...

- Model and promote safe, respectful, and inclusive relationships.
- Support safe behaviours at home, including supervision of social and online interactions.
- Talk with their child/ren about behaviours, including unsafe behaviours, helping them understand why they are harmful and how to respond.
- Work openly and collaboratively with educators to understand what may be driving behaviour beneath the surface.
- Engage with recommendations and specialist support services as needed.
- Support their child/ren to continue attending during behaviour support processes, recognising that consistency and connection are vital for healing and growth.

Our response to behaviours that pose challenges or safety risks

When behaviours of concern arise, our response will always be guided by trauma-informed principles:

- Reminding children of expectations and guidance measures, and the reasons for these.
- Responding calmly and modelling regulation to help children problem solve, negotiate, and manage feelings and behaviours appropriately.
- Using restorative practices that support children to empathise with others and restore relationships.
- Working with families and support services as soon as possible to provide consistent and connected support.
- Reflecting critically on our program and environment to identify what may be contributing to dysregulation.
- Developing and reviewing individual behaviour support plans in partnership with families and services.
- Ensuring that when children need to be accompanied to an alternative area, they are supported by a grounded, caring adult until they feel safe and regulated again.

Staff reflection

As a staff team, we regularly reflect on our trauma-informed practices. When we notice increased dysregulation, we intentionally review our approaches, environment, and relationships with children to ensure we are responding to underlying needs.

Approvals

Status: approved

Version: 0.1

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Approved by: | Governing Council

Approval date: 7th Feb 2025

Next review date: 7th Jan 2028