

Behaviour Guidance Procedure

Rationale

At Rosebery Primary School, we encourage all students to achieve and are committed to equipping children to live and work successfully. All children are seen as capable learners. Children learn to face a variety of challenges throughout their lives and, through this, develop not only self-regulation but also positive dispositions such as resilience and perseverance. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their behaviours across different social and emotional environments when interacting with peers and adults.

Rosebery Preschool's Behaviour Guidance Procedure is centred on the importance of respect and dignity for every child, acknowledging and accepting children's feelings, encouraging these feelings to be expressed appropriately, and ensuring equity and fairness for all.

Policy Statement

At Rosebery Preschool, we aim to create positive, respectful relationships with children, making them feel safe, secure and supported within our environment. We ensure children are treated with respect, consistency, fairness and equity as they are supported to develop the skills and knowledge required to behave in socially and culturally appropriate ways. Supporting children to develop positive, socially acceptable behaviour is a shared goal for educators and families.

Legislative Requirements

International:

United Nations Convention on the Rights of the Child

National:

Education and Care Services (National Uniform Legislation) Act 2011 (NT)

Education and Care Services National Regulations 2011 – Regulations 84, 155, 156, 168, 174, 175

Disability Discrimination Act 1992

Early Childhood Australia Code of Ethics

National Quality Framework:

Quality Area 2 – Children's Health and Safety

Quality Area 5 – Relationships with Children

Quality Area 6 – Partnerships with Families

Quality Area 7 – Governance and Leadership

Early Years Learning Framework:

Outcome 1 – 1.1, 1.2, 1.3, 1.4

Implementation

Educators will:

1. Provide a positive, supportive and inclusive learning environment.



2. Model respectful communication and appropriate behaviour.
3. Explicitly teach social skills, emotional literacy and self-regulation strategies.
4. Use positive behaviour guidance strategies including:
 - Redirection
 - Modelling
 - Restorative conversations
 - Indirect and supportive strategies
5. Promote empathy, cooperation and respect aligned with Rosebery Primary School values.
6. Use the Zones of Regulation framework to support emotional awareness and regulation.
7. Maintain clear, consistent boundaries while responding equitably to individual needs.
8. Work in partnership with families when supporting behaviours of concern.
9. Ensure all children are protected from aggression and supported within a safe learning environment.
10. Implement targeted strategies for persistent or complex behaviours of concern while maintaining safe inclusion for all children.

Students will:

1. Be supported to develop empathy, self-regulation and positive social skills.
2. Be encouraged to express feelings in appropriate and respectful ways.
3. Learn to repair relationships through restorative practices.
4. Develop a strong sense of belonging within the Preschool environment.
5. Be supported to understand and follow Preschool expectations and values:
 - Confidence
 - Co-operation
 - Respect

Promoting Positive Behaviour

Rosebery Preschool promotes positive behaviour through three key aspects:

1. A positive and supportive learning environment.
2. Strategies for building skills and strengthening positive behaviour.
3. Strategies for reducing behaviours of concern.



Clear boundaries are maintained as part of a secure and caring relationship. Children benefit from knowing their environment is stable and that competent adults are guiding and supporting them.

Definitions

Behaviour Guidance

Positive and effective strategies that support children to understand expectations, regulate behaviour, respond appropriately to others, and resolve conflict constructively.

Self-Regulation

The ability to manage emotions, behaviour, attention and energy levels and return to a calm state.

Inclusion

Recognising and valuing children's social, cultural and linguistic diversity in curriculum and decision-making processes.

Behaviours of Concern

Persistent, challenging or unsafe behaviours requiring targeted intervention.

Consistent

Responding in predictable and reliable ways while tailoring responses to individual needs.

Equitable / Fair

Responding according to each child's learning and behavioural needs.

Safe Inclusion

Including all children, including those displaying behaviours of concern, while maintaining physical and psychological safety for everyone.

Whole School Alignment

Behaviour guidance aligns with Rosebery Primary School wellbeing frameworks including:

- Rosebery Primary School Values: Confidence, Co-operation, Respect
- Zones of Regulation framework
- Restorative practices approach

Effective

Term 1, 2026

Date of Next Review

Term 1, 2027

Developed by

Preschool Teacher in Charge

