We Believe:
- Restorative Practices enable children to empathise with others, collaborate and restore relationships. See our Restorative Practices Brochure in the enrolment package and on our website.
- Everyone has the right to learn in a safe, respectful, inclusive environment.
- Behaviour is a form of communication.
- Children have a right to be supported to recognise, manage and learn from their behaviours and express their emotions in positive, non-threatening and productive ways.
- The most effective learning occurs when families and staff work together to develop common learning outcomes.
- Consideration and respect for children's individual developmental and contextual needs are crucial to successful learning.

We promote positive behaviour and social interactions by:
- Providing a safe, well planned environment that promotes a sense of belonging, trust and respect.
- Providing an enriching program that enables each child to experience success and to appropriately express feelings.
- Enabling opportunities for skill development throughout the program, such as resilience, social and communication skills and protective behaviours.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour.
- Modelling and encouraging children to be actively involved in problem solving, negotiation and conflict resolution.
- Valuing children as individuals within their family and cultural context.
- Involving children in the understanding and development of behavioural expectation.
- Explicit teaching of positive behaviours and play skills, building on each child's strengths and achievements.
- Encouraging open communication with families to ensure that each child's behavioural and developmental needs are met.

We respond to challenging behaviours by:
- Reminders of behavioural expectations.
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately.
- Communicating with families to work together positively to assist the child's emotional social learning.
- Assessing children's behaviours and reviewing program/environment planning to cater for individual needs.
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services.
- Focus on reinforcement of positive behaviours.
- If children are at risk of hurting themselves or others it may be necessary to restrain them by physically holding with care and humility. Parents will be informed if this occurs.

Approved by Governing Council: May 2014