

WUDINNA RSL MEMORIAL KINDERGARTEN

Policy: Sun Protection Policy

Endorsed by Educators & Governing Council May 2021



Rationale

The aim of the Wudinna RSL Memorial Kindergarten's Relationship Code is to use our understanding of Attachment Theory to help children to develop positive relationships with Educators and peers and to keep them safe. The Relationship Code replaces our previous Behaviour Guidance Code and aids Educators in ensuring we provide an equitable approach by considering each child's individual needs and following through in a way which allows children to feel supported to be themselves, express their feelings and learn expectations without judgement.

Educators believe:

- All children have the right to feel secure and to learn and develop in a psychological and physically safe environment.
- Children have a right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and adults.
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's wellbeing, learning and development.
- That the consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours.
- That family consultation is valued and their individual perspectives respected.
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent, equitable limits are set.
- No child should be made to feel rejected, insecure, embarrassed or ashamed.

As Educators we promote positive relationships and interactions by:

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play.
- Ensuring that limits set 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 other forms of play.
- Using positive verbal and non-verbal guidance.
- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behavior both at kindy and offsite.
- Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, responsibility, honesty, respect for others and communication.
- Interacting in a positive manner: using positive language and acknowledging and modelling respectful relationships and behavior.
- Valuing children as individuals within their family and cultural context.
- Involving children in the development of group norms and the development of expectations.
- Intentional teaching of expectations, and ways of coping, building on each child's development and providing choices where possible.

We will respond to challenging behaviours by:

- Reminding children of expectations and limits and the reasons for these using a similar language—ie: “the kids are not for hurting” or “its ok to be mad, its not ok to be mean”.
- Supporting children to problem solve, negotiate, find resolutions and manage emotions 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 the child’s wellbeing and learning.
- Assessing individual children’s learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours.
- Planning, implementing, monitoring and reviewing individual plans in partnership with families and other support services.
- Being aware of our limitations and seeking assistance when required.