



BEHAVIOUR GUIDANCE POLICY

Related Quality Area	QA5: Relationships with Children
Related Policies	Educational Program Policy Respect for Children Policy Interaction with Children, Families and Staff Policy

PURPOSE

The right for children to receive positive guidance in a supportive and respectful environment is protected in National Regulations. Children learn to face a variety of challenges throughout their lives and through this develop not only self-regulation, but positive dispositions such as resilience and perseverance. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments when interacting with peers and adults.

Supporting children to develop socially acceptable behaviour and self-regulation is a primary goal for educators and families. This is embedded in fundamental documents including the Early Years Learning Framework (EYLF), The Education and Care Services National Regulations, and the National Quality Standard (NQS).

SCOPE

This policy applies to children, families, staff, management, and visitors of the Centre.

IMPLEMENTATION

The behaviour and guidance strategies used by staff and Educators at our Centre are designed to give children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual.

Educators understand that as children grow and develop self-regulation becomes an important aspect of social and emotional development as they begin to understand how their actions affect others.

We believe in providing boundaries as part of a loving and secure relationship with children and families to help them feel secure and self-confident. Children benefit from knowing that their environment is stable and that a competent adult is taking care of them.

There are three aspects to promoting positive behaviour:

1. A learning environment that is positive and supportive and provides developmentally appropriate experiences and resources.
2. Strategies for building skills and strengthening positive behaviour based on age-appropriate behaviour expectations.
3. Strategies for decreasing undesired behaviours.

RESPONSIBILITIES

Management/Nominated Supervisor/Responsible Person will ensure:

- Information is gathered from families about their children's social skills and relationship preferences, which will be recorded in the child's individual file. Our educators will use this information to engage children in experiences that support children to develop and practice their social and decision-making skills.

- A partnership is developed with Nightcliff Primary School and other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. This information will be kept confidential and in the individual child's file.
- Children are given the opportunity to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else.
- Children are acknowledged when they make positive choices in managing their behaviour.
- Positive strategies are implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour. In addition, we will implement strategies educating children about behaviour limits and the consequences of inappropriate behaviour.
- Excessive behaviour is managed and communicated with families.
- Support educators to continuously enhance their skills and knowledge in guiding children's behaviour.
- A Strategic Inclusion Plan (SIP) is developed with local support agencies as required for individual children.
- The SIP is reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan.

Educators will:

- Encourage and support each child's social and emotional development, striving to develop children's self-regulation and an understanding of the feelings of others.
- Actively work with younger children to promote and role-model positive ways to interact with others.
- Actively work with all children to support them in constructing and conveying ways of expressing needs, resolving conflict, and responding to the behaviour of others.
- At all times provide positive role-modelling in their dealings with children, other educators and staff, and families.
- Guide children's behaviour, teaching them how to be considerate of others – to think about the effects of their actions on others. It is important that children understand what acceptable and unacceptable behaviour is and how to manage their emotions.
- Talk calmly with children about the consequence of their actions, and the reason for rules.
- Use positive guidance through redirection. In the instance of adverse behaviour being persistently observed, Educators will evaluate their program, room set up, supervision etc. to reflect on triggers and sources of inappropriate behaviour.
- Role model appropriate behaviour and language, encouraging children to socialise with other children, including children of different cultural backgrounds as well as from different age groups and different genders.
- Take into consideration the child's past experiences as their behaviour could be a result of past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence.
- Be responsive to these former experiences, designing and implementing behaviour plans with the individual child that include strategies which will assist alternative and positive behaviour.
- Ensure all strategies being implemented are appropriate to the child's age and developmental capacity.
- Adapt a positive approach, excluding cruel, harsh, humiliating or demeaning actions.
- Consult with industry professionals to support individual children within the Centre as required and implement strategies within the program to benefit all.
- Commit to professional development and keep up to date with industry information regarding behaviour management.
- Re-direct a child who may be causing or about to cause harm to himself or herself, another child, or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys,

punching or hitting, or being disruptive. Redirection may also include an incident where a child places him/herself in a dangerous situation, for example, climbing a fence or hiding in a potentially dangerous position. Safety is a priority, and this may mean using physical re-direction in which an Educator will actually remove the child from the harmful situation.

- Continue observing the child, where a similar incidence occurs three times the child's parents and Educators will meet to discuss the behaviour of concern as they assist in creating a Strategic Inclusion Plan (SIP) to support the child in the environment.
- Be sufficiently informed, trained and supervised to implement the Strategic Inclusion Plan (SIP) created, ensuring that information is composed and recorded for reflection on its effectiveness for the individual child.
- Exchange information with families about behaviour guidance which is encouraged both on an informal and more formal basis, such as parent interviews and through newsletters.
- Support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.
- Participate in planned and spontaneous conversations with children about emotions, feelings and issues of inclusion and fairness, bias and prejudice, and the consequences of their actions, as well as the appropriate rules and the reasons for the rules.
- Provide children with the language and vocabulary needed to express their emotions and feelings and verbalise their concerns.
- Encourage children to listen to other people's ideas, consider pro-social and altruistic behaviour and collaborate and negotiate in problem solving situations.
- Listen empathetically to children when they communicate their emotions, provide encouragement as they reassure the child it is normal to experience positive and negative emotions.
- Guide children to remove themselves from situations where they are experiencing frustration, anger, or fear.
- Support children to negotiate their rights and rights of others and mediate perceptively when children experience difficulty in resolving dissimilarity.
- Learn about children's relationships with others and their relationship preferences they have and use this knowledge to encourage children to manage their own behaviour and expand on their empathy skills. Use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children's behaviour with them.
- Remain calm, respectful and tolerant as they encourage children who are strongly expressing distress, frustration or anger.
- Guide children's behaviour with a focus on preserving and promoting children's self-esteem as they learn to self-regulate their behaviour. Inform families of behaviour concerns the Centre may have with their child on a daily basis, ensuring that positive aspects of the day are also communicated.

Families will:

- Collaborate with Educators and professional agencies when required in order to develop a broader understanding of the child's developmental level and share any recent events which may be influencing the child's behaviour.

Children will:

- Learn to respect the rights and needs of others by anticipating the result and consequences of their behaviour appropriate to their developmental stage.
- Be given positive guidance towards acceptable behaviour so they learn what acceptable and unacceptable behaviour is.
- Gradually develop an understanding of their actions and how their behaviour impacts on others.
- Be encouraged to use their words rather than actions to resolve conflicts.
- Build on strengthening their communication through:

- Greeting others when they arrive and depart from the Centre
- Sharing resources
- Assisting when it is time to pack away the indoor and outdoor environment
- Using manners such as please and thank-you
- Learn to wait for their turn for an appropriate period of time. This will depend on age and development level.
- Learn about the feelings of others throughout the program in order to assist children to understand the consequences of their actions.
- Be encouraged to engage in cooperative and pro-social behaviour and express their feelings and responses to others' behaviour confidently and constructively, including challenging the behaviour of other children when it is disrespectful or unfair.

POSITIVE BEHAVIOUR STRATEGIES:

Guiding children's behaviour is an important aspect of caring for and educating children. Positive strategies need to be developed to assist children to learn appropriate ways of behaving. Corporal punishment and unreasonable discipline are not permitted in children's services, not only because the child may be physically harmed, but also because it nearly always has detrimental effects on the child's self-esteem and feelings of security.

Our Centre will:

- Establish positive relationships with children.
- Empower children to use language and other forms of non-hurtful communication to communicate their emotions.
- Promote positive, empathetic relationships between children assisting them to develop respectful relationship.
- Encourage and assist children to make decisions for themselves and provide opportunities for independence and self-regulation.
- Provide clear and reasonable limits so that children know what is expected of them and follow through to help them abide by the limits.
- Model appropriate behaviours.
- Provide positive feedback and focus on children's strengths and achievements and build on their abilities.
- Be understanding and supportive, acknowledging children's emotions.
- Help children develop a sense of social responsibility, so that they become aware of the impact of their actions on others.
- Promote children's initiative and agency.
- Discuss guidelines, rules, limits, and what is fair with children, and use their contributions in setting limits and guidelines.
- Provide age appropriate, challenging, and interesting activities, experiences, and equipment for children to use and become engaged in.
- Provide opportunities for children to explore both the indoor and outdoor environment.
- Set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests.
- Ensure there is sufficient materials and equipment.
- Implement a regular routine to support children's positive behaviour. Routines help to provide a sense of security, so children feel settled.

REVIEWED: February 2020

NEXT REVIEW DATE: February 2023

Appropriate Strategies to Use as behaviour guidance in NFC	
Active listening	Children need to know that they have been heard. Listening and rephrasing what they have said is known as active listening. This strategy lets the child know that you have really understood them.
Educator Presence	Moving close to children in a potential conflict situation will help to calm them and be a reminder of the expected behaviour.
Choices	Offering two acceptable choices for the child to select from when the child needs educator assistance will empower the child and ensure the child's cooperation
Redirecting	Guiding the child to another experience provides an appropriate outlet for the behaviour the child is displaying.
Getting down the children's levels	Being at the child's level for example sitting, squatting or kneeling, enables you to look at the child's face, make eye contact and become fully engaged with the child.
Child's personal space	Some children may be particularly sensitive when someone moves too close to them and may interpret it as aggressive. Taking a child's hand without their permission is aggression.
Use of voice	It is important to use a respectful tone of voice that matches the intended message. The tone should never be frightening or mean. An educator should never yell, humiliate or demean a child.
Time away – not time out	Direct the child away from one situation to another that is calming or enjoyable for the child. This should be in the presence of a supportive educator

Inappropriate Strategies educators should never use as behaviour guidance	
Intimidation	Words, tone of voice or body language that is threatening or frightening are never to be used with children
Labelling	Never label a child with negative words that can create a negative image of themselves
Comparing	Children are sensitive about being accepted by their peers. Comparing with other children makes the child lose confidence.
Arguing	Arguing with a child can lead to a long discussion and confrontation
Exclusion	No child can be excluded from any activity at any time
Ignoring	Just ignoring the behaviour being displayed without using other guidance strategies is insufficient to assist a child.

REVIEW

POLICY REVIEWED BY	Judy Rondon	Director	February 2023
POLICY REVIEWED	February 2023	NEXT REVIEW DATE	February 2026
MODIFICATIONS	<ul style="list-style-type: none">• Appropriate Strategies to Use as behaviour guidance in NFC• Inappropriate Strategies educators should never use as behaviour guidance.		