

# Behaviour Guidance Policy

The right for children to receive positive guidance in a supportive and respectful environment is protected under the Education and Care Services National Regulations (The 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 behavior assists children to regulate their own behaviours in different social and emotional environments as well as when interacting with peers and adults.

## Early Years Learning Framework (EYLF)-

<b>Outcome 1: Children have a strong sense of identity</b>	
1.1	Children feel safe, secure, and supported
1.2	Children develop their emerging autonomy, inter-dependence, resilience, and sense of agency
1.3	Children develop knowledgeable and confident self-identities
1.4	Children learn to interact in relation to others with care, empathy, and respect

## National Quality Standard (NQS)-

<b>Quality Area 5: Relationships with Children</b>		
5.1	<b>Relationships between educators and children</b>	Respectful and equitable relationships are maintained with each child
5.1.1	<b>Positive educator to child interactions</b>	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident, and included.
5.1.2	<b>Dignity and rights of the child</b>	The dignity and rights of every child are maintained
5.2	<b>Relationships between children</b>	Each child is supported to build and maintain sensitive and responsive relationships
5.2.1	<b>Collaborative learning</b>	Children are supported to collaborate, learn from, and help each other
5.2.2	<b>Self-Regulation</b>	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts

## Education and Care Services National Regulations and Law-

<b>Children (Education and Care Services) National Law</b>	
<b>155</b>	Interactions with children

**Related Policies-**

Educational Program Policy  
Incident, Illness, Accident and Trauma Policy  
Privacy and Confidentiality Policy  
Family Communication Policy  
Anti-Bias and Inclusion Policy  
Supervision Policy  
Interaction with Children, Family and Staff Policy  
Respect for Children Policy

**Purpose-**

At Raleigh St we aim to create positive relationships with children making them feel safe, secure, and supported within our Service. We will ensure children are treated with respect, consistency, fairly and equitably as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.

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 Raleigh St.

**Definitions-**

**Self-regulation:** The ability to manage energy states, emotions, behaviour and attention: the ability to return to a balanced, calm, and constant state of being. Self-regulation is a key factor for mental health, wellbeing, and learning.

**Adequate supervision:** Adequate supervision refers to constant, active, and diligent supervision of all children always.

**Behaviour guidance:** A means of assisting children to self-manage their behaviour.

**Behaviour guidance plan:** A plan that documents strategies to assist an Educator in guiding a child with behavioral difficulties to self-manage their behaviour.

**Challenging behaviour:** Behaviour that disrupts or infringes on the rights of others. Behaviours that are destructive and can cause harm or risk to the child, other children, adults, animals, or the physical environment.

**Pre-school Field Officer (PSFO):** Early intervention outreach services that are available within state funded pre-schools.

**Inclusion and Professional Support Program:** Funded by the federal government to promote and maintain high quality, inclusive education and care through professional development, advice, and access to additional resources.

### **Implementation-**

The behaviour and guidance techniques used by staff and Educators at Raleigh St 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 four aspects to promoting positive behaviour:**

1. Developing strong bonds with children that develop into receptive and respectful relationships
2. A learning environment that is positive and supportive, free of gender bias and openly supportive of diversity, and provides culturally and developmentally appropriate experiences and resources
3. Strategies for building skills and strengthening positive behaviour based on age-appropriate behaviour expectations
4. Strategies for decreasing undesired behaviours

### **Raleigh St 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 and Educators assisting them to develop respectful relationships, free of appearance-based and gender-based bias
- 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 these limits
- Model appropriate behaviours
- Provide positive feedback and focus on children's strengths and achievements and build on their abilities
- Be understanding and supportive – acknowledge children's emotions
- Help children develop a sense of social responsibility, so that they become aware of the impact of their actions on others
- Discuss guidelines, rules, limits and what is fair with children, and use their contributions in setting limits and guidelines.
- Provide age appropriate and interesting activities, experiences, and equipment for children to use and become engaged in as they challenge their development and explore their interests
- Provide opportunities for children to explore both the indoor and outdoor environment
- Ensure there are enough 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

**Management 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 them to develop and practice their social and shared decision-making skills
- A partnership is developed with other professionals or support agencies that work with children who have 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 being acknowledged when they make positive choices in managing their behaviour

- Positive strategies are being implemented to enable Educators to encourage positive interactions in children in order to minimise adverse behaviour. In addition, we will implement strategies to educate children about developing behaviour limits and the consequences of inappropriate behaviour
- Inappropriate behaviour is managed and communicated with families
- Support Educators by enhancing their skills and knowledge in guiding children's behaviour

#### **Educators will:**

- Commit to professional development and keep up to date with industry information regarding behaviour guidance and child development
- 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 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, staff, and families
- Guide children's behaviour, teaching them how to be considerate of others – to think about the effects of their actions. 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 inappropriate behaviour, triggers and the correct sources
- 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 from 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 in mind that include strategies which will assist you and the child
- Ensure that a Behaviour Guidance Plan (BGP) is developed with the room Educators and appropriate support agencies (if applicable)

- Ensure that the BGP is reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan
- 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
- **Re-direct a child who may be causing or about to cause harm to themselves, another child or adult. Safety is priority, and this may mean using physical re-direction in which an Educator will remove the child from the potentially harmful situation**
- Exchange information with families about behaviour guidance which is encouraged both on an informal and more formal basis, such as parent interviews and through email
- Be informed and trained to implement the BGP created, ensuring that information is composed and recorded for reflection on its effectiveness for the individual child
- Support children to explore different 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
- 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 the rights of others and mediate perceptively when children experience complexity 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
- Work with individual families and professional agencies to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties
- Remain calm, tender, 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**

**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 information about recent events, family dynamics, cultural expectations and any other factors which may be influencing their child's behaviour

**Children will:**

- Learn to respect the rights and needs of others and learn consequences of their behaviour
- 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
- Use their words rather than actions to resolve conflicts
- Build on strengthening their communication through:
  - Greeting others when they arrive and depart from Raleigh St
  - 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. This will depend on age and developmental stage of the child
- 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 at Raleigh St and 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.

An Educator or staff member found to have physically punished a child or used any unreasonable discipline will be removed from the Service immediately and their employment terminated.

## Sources-

- Australian Children's Education & Care Quality Authority
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
- ECA Code of Ethics
- Guide to the National Quality Standard
- <http://raisingchildren.net.au>
- [www.napcan.org.au](http://www.napcan.org.au)
- [www.cyh.com](http://www.cyh.com)
- [www.acwa.asn.au](http://www.acwa.asn.au)
- [www.kidsmatter.edu.au](http://www.kidsmatter.edu.au)
- Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood educators*. Australia: Allen & Unwin.
- Revised National Quality Standards
- Inclusion – KU Children's Services
- Department of Education and Training

## Review-

Policy reviewed	Modifications	CoM endorsement date-	Next review date-
October 2019	Policy created for RSCCC based on CC Desktop template- KC	April 2020	April 2021