

Guiding and Supporting Behaviour

Policy introduction

Behaviour guidance and support is a process that focuses on the 'whole' child. Weldon will provide secure, respectful and stimulating environments which encourage children to co-operate, enhance their self-esteem and encourage their ability to interact with others, and where acceptable behaviour is promoted and any recriminations are kept to a minimum. The educators/staff will endeavour to build relationships with children based on mutual respect and trust.

"An important aspect of children's belonging, being and becoming involves them learning how their behaviours and actions affect themselves and others and developing skills to regulate these independently."

Positive guidance and support towards acceptable behaviour enables children to learn over time how to self-regulate and take responsibility for their own actions.

Older children need guidance and support in making responsible choices and regulating their behaviour. Children learn to consider alternative behaviours and recognize inappropriate behaviour within the group.

Weldon recognises and understands that a child's behaviour may be affected by their:

- Age and development;
- Level of familiarity with the program's routines and play limits i.e. when they first start at the program children may not understand what behaviour is expected of them;
- General health and wellbeing;
- Relationships with their family;
- Play and learning environments, which include the physical indoor/outdoor settings, the weather, the time of year, the time of day;
- Educator's teaching strategies and caring practices, which also includes how those strategies are implemented;
- Relationships with other children and stakeholders, such as students, volunteers and visitors; and
- External factors, such as family, home life, school or peer group experiences, or media coverage of traumatic events

Educators will encourage children to talk about any concerns they may have, and will ensure the program reflects and encourages core values such as friendliness, acceptance, respect, kindness, patience and co-operation. Educators will always listen and respond to children when incidents of bullying, violence or harassment are reported or observed, and will act to eliminate such incidents at the program. Where a child continues to behave in an unacceptable manner, families will be consulted to establish behaviour support strategies, which ensure that children are treated with the same respect and empathy as an adult would expect.

Our policy in action

We will:

- Encourage acceptable forms of behaviour by using strategies that build children's confidence and self-esteem;
- Provide children with support, guidance and opportunities to manage their emotions and develop ways to appropriately control their own behaviour; and
- Promote collaborative approaches to behaviour guidance and support between the programs stakeholders and/or external agencies.

Statutory legislation and considerations

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- The National Quality Standard for Early Childhood Education and Care and School Age Care

Strategies for policy implementation

Creating the right environment

- Educators create environments with sufficient space that are likely to encourage positive social interactions
- Children initiating their own experience using equipment and resources that they can access independently
- Educators plan experiences in which children practice cooperating, sharing and helping, and point out the advantages of behaving this way
- How children move from one experience to another is planned to allow smooth transitions and limit interruptions for other children
- Adequate resources are provided to reduce conflict but still provide opportunities for children to share

Positive behaviour guidance strategies

- Educators build relationships with children that are safe, secure, and convey respect;
- Educators/staff show their respect by using normal tone and volume when speaking with children; allowing older children greater freedom and responsibility in recognition of their developmental stage; and working co-operatively with children to solve problems - shouting at children is not acceptable
- Children's appropriate behaviours are acknowledged so that children know when they have acted appropriately.
- Positive behaviours are encouraged by redirecting children to more appropriate experiences, showing appreciation for appropriate behaviour and building on each child's strengths and achievements
- Children are encouraged to express their feelings in acceptable ways and to settle their differences in a peaceful manner

- Educators talk to children about the types of emotions they experience and how to recognize similar feelings in the future
- Educators listen to children's needs and provide them with opportunities to work through their emotions independently. Children's attempts to deal with their emotions are acknowledged and supported
- Educators will help all children to understand how their behaviour affects others and will ensure children's self-initiated play: - does not make any other child feel frightened or intimidated; - respects the rights and feelings of others; - is not overly boisterous or loud; and – is valued and supported
- Educators will always model behaviour that encourages inclusion, a sense of fairness, empathy and cooperation with others

Setting limits

- Clear guidelines about acceptable behaviours are developed with input from children, families, educators/ staff and management. Families are consulted about expected child behaviours at the service at the enrolment interview and through communication strategies such as the Parent/Guardian Handbook, service newsletter, and daily contact with their child's educators
- Limits to behaviour will be clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way
- Children are involved in establishing play and safety limits in the service which reflect recommended best practices, and the consequences involved when limits are not adhered to
- Younger children will be given safety and behaviour guidance limits by their educators as they need direction to understand what is acceptable and appropriate in particular situations
- Educators will negotiate with older children and involve them in setting agreed rules and behaviour limits to encourage ownership of the limits and responsibility for their own behaviour.

Challenging behaviours

- The program believes that developing a supportive relationship with the children encourages them to learn skills in self-control. Punishing a child stops the negative behaviour for a while but does not teach the child self-regulation. The consequences of negative behaviour will be discussed with the child and will be consistently followed through. The child will be reminded in positive terms of the expected behaviour.
- Educators will label the negative behaviour and not the individual child, so that it is always the behaviour that is being managed and not the child.
- A "cooling off" period may be needed so the child can calm down before discussing what happened and sharing their feelings with the educator, who will in turn talk about their own feelings and responsibilities with the child.

- Educators will always talk to the child quietly and as an equal, and preferably away from the rest of the group. Time out to cool down will vary from child to child and may include:
 - Listening quietly to soothing music;
 - Sitting quietly with the educator;
 - Doing something physical i.e. kicking a football;
 - Sitting quietly with a book;
 - Talking to a close friend;
 - Being left alone (but not out of sight of the educator)
- Where a dispute or conflict occurs educators will talk separately to all the children involved, be calm, fair, positive and firm in their assessment of the situation. Wherever possible the children will be involved in deciding on the appropriate course of action to follow. Educators will remain professional during conflict situations and maintain healthy boundaries and containment of own emotions to avoid contributing to the situation negatively. If an educator feels they are unable to control their emotions in a particular situation, they will ask for assistance from another educator while they remove themselves from the situation. Educators will debrief and reflect with their line manager.
- No child will be isolated for any reason other than illness or accident for any period of time - children will be supervised by an educator at all times.
- No child will receive any form of corporal punishment, punishment by solitary confinement, punishment by physical restraint or other demeaning, humiliating or frightening punishment, or withheld food or drink as a form of punishment.
- Parents/Guardians who wish to discipline their own children whilst in the program will not at any time use any form of corporal punishment or use unacceptable language.
- Non-enrolled children in the company of their parents/guardians will be required to follow the program policy on acceptable behaviour. If a parent/guardian is not able to control their non-enrolled child's behaviour they will be asked to remove the child from the program

Biting and hitting

- Biting and hitting are normal behaviours in the development of most children, usually influenced by stage of verbal communication skills. If a child bites or hits another the following procedures will apply:
 - Educators will attend first to the hurt child to comfort the child and assess their injuries
 - First aid will be applied in accordance with the our first aid procedure
 - While attending the hurt child (or immediately afterwards the educator will talk about the incident with the child who bit or hit, explaining the consequences of his/her action in words they will understand
 - The educator will show their disapproval for the child's actions using tone of voice and facial expressions and encourage the child to "help" the hurt feel better through positive and gentle touching
 - The educator will suggest an alternative action to biting or hitting i.e. tell the child to say, "my turn please" and will follow this up by encouraging the child who has bitten or hit to ask for a turn and making sure he/she does have a turn

- An *incident, injury, trauma and illness record* will be completed. Parents of bitten child do not need to know who bit their child
- A record of what happened will be made including how the situation arose and why the child bit or hit, this information will help educators to prevent a repeat incident
- If biting or hitting is an ongoing concern with a particular child his/her parents will be informed and strategies developed that are consistent between home and the service

Bullying

- Educators will teach children caring non-violent, co-operative and tolerant ideas, values and behaviours through:
 - Recognising and encouraging positive, friendly and supportive behaviours of children towards each other
 - Modeling positive, respectful, inclusive and nurturing behaviours towards children, families and other educators/staff
 - Planning and implementing co-operative, non-competitive experiences
- Whenever an incident of bullying is reported to, or observed by an educator, the educator will:
 - Intervene immediately to stop the bullying behaviour
 - Talk to the child bullying and to the bullied child/children separately. If more than one child is involved in perpetrating the bullying, talk to each child separately, in quick succession
 - Consult with other educators to get a wider understanding on the problem, and to alert them to the incident
 - Minor incidents will be resolved with positive guidance to redirect the child who is bullying, reassure the bullied child/children, and aim to achieve reconciliation between the child who is bullying and the bullied child/children
 - Educators will understand that children who bully often try to minimize or deny their actions and responsibilities. Educators will tell the child who is bullying why their behaviour was unacceptable and what behaviour is expected of them
 - Educators will reassure the bullied child/children that all possible steps will be taken to prevent a re-occurrence of the bullying, and will ensure that appropriate measures are taken to achieve this i.e. careful monitoring of the children involved; establishment of a signal system for a child to call for help etc.
 - Any serious repeated incidents will be reported to children's families. Parents/guardians of the child bullying and the bullied child/children will be informed as soon as practicable. Depending on the situation this could be immediately through a telephone call, or when they come to collect their child at the end of the day
 - Parents/guardians will be involved in designing behaviour guidance support plans whenever possible
 - For the bullied child this will involve helping the child to make appropriate friends and develop their social skills and confidence. Specific instruction in assertiveness skills may also be helpful
 - For children who bully the plan may involve specific strategies to modify their behaviour, including increased supervision, experiences that assist the development

of self-regulation skills, and encouragement and recognition of their efforts towards non-violent responsible behaviour. If incidents of bullying are very serious or repeated and cannot be resolved and the child bullying endangers the safety and enjoyment of other children or educators at the program they may be suspended on a temporary or permanent basis

- Families are asked to tell an educator if they believe or suspect that bullying has occurred
- Families are asked to support the importance of courtesy, consideration and co-operation in everyday life, with their child
- Educators will be given opportunities to attend training that will assist them to:
 - Identify bullying behaviour
 - Resolve conflicts
 - Manage groups of children; and
 - Be assertive

Managing extreme or persistent behavioural challenges

- If a child's behaviour places him/herself or another child in danger, educators will act immediately to prevent the danger, and then talk through the problem with the child or children concerned.
- If children consistently display unacceptable behaviour the senior educator in the child's room will ensure the:
 - Expectations of the child's behaviour are realistic and appropriate to their developmental level
 - Child understands the limits;
 - Child's needs are being met i.e. adequate storage for personal belongings, adequate nutritional snacks provided, service set up to encourage independence
 - Child has no impediments which may cause the unacceptable behaviour
 - Child isn't copying observed behaviour; and
 - There is no conflict between the service and the home expectations;
 - Events at the service have not encouraged the behaviour;
 - Consequences of the behaviour do not encourage it to persist;
 - Strategies are consistently followed by all educators in contact with the child
- Where children exhibit recurring behavioural challenges the nominated supervisor/coordinator and the child's educator will work with the child and the child's family to develop a family support plan that is consistently followed between the program and home. The plan will:
 - Explain why the displayed behaviour is inappropriate;
 - Document inappropriate behaviours that occur consistently;
 - Identify triggers to inappropriate behaviours;
 - Document emerging patterns of behaviour;
 - Define the context in which the behaviour occurs;
 - Identify where the behaviour could possibly harm another child or adult;
 - Document the appropriate behaviours that are required to replace the inappropriate behaviours;
 - Reflect a collaborative approach with the child's family

- Where school age children exhibit recurring behavioural challenges the nominated supervisor/coordinator may discuss establishing a support contract with the child, whereby positive behaviour is encouraged and negative behaviour results in consequences that have been agreed to in advance by the child
- The contract may also establish a code of signals between the child and the educator, which act as a positive reminder for the child, when their behaviour is becoming unacceptable
- The nominated supervisor/coordinator is available to discuss and assist with any concern a family may have in respect of their child's behaviour or participation in the program
- If the unacceptable behaviour persists the nominated supervisor/coordinator will jointly with the family seek advice from an appropriate agency or professional body

Excluding a child due to inappropriate behaviours

- After the child has been given every opportunity to respond positively and if all methods fail to result in an improvement in behaviour, the nominated supervisor/coordinator will discuss alternative care with the parent/guardian, in consideration of the health and safety of the other children in care.
- Depending on the severity of the behaviour the service may implement the following steps:
 1. The approved provider will write to the parent/guardian asking that they attend to their child's challenging behaviour. The service will support the family to access further professional assistance; the child will be given reasonable time to respond positively to new strategies and the family will be supported in this as far as possible.
 2. If there is insufficient improvement in the child's behaviour the approved provider will write to the parent to advise them of this, and to explain that the child's attendance at the service is suspended for the next two weeks in order to give the child time to modify his/her behaviour away from the service. After this time the child may return to the service and will be given reasonable time to display a positive change in behaviour.
 3. If the child does not demonstrate a positive change in behaviour on their return to the service, the approved provider will write to the parent/guardian to explain that the child's attendance at the service will be suspended until such time as the behaviour is corrected.
- In the case of severe behaviour which threatens self-harm or bodily harm to educators/staff or other children the parent/guardian will be informed that the child will be suspended or dismissed immediately.

Procedures

- Accident/Illness/Trauma Report Form
- Behaviour contract
- Behaviour guidance management plan
- Code of Ethics
- Complaints procedures
- Orientation checklists
- Procedure for dealing with extreme or persistent behaviours
- Procedure for seeking children's input in decision making

Links to other policies

- Confidentiality and Privacy
- Delivery and Collection of Children
- Diversity and Inclusion
- Educational Program
- Enrolment and Orientation
- Equal Opportunity
- Excursions and Transport
- Complaints and Feedback
- Interactions with Children
- Partnerships and Communication with Families

National Quality Framework

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011: 84; 155-156, 168(j)

National Quality Standard for Early Childhood Education and Care and School Age Care

QA 1-Standard 1.1; Elements 1.1.1, 1.1.2 and 1.1.3; QA 4-Standard 4.1; Standard 4.2; QA 5-Standard 5.1; Elements 5.1.1 and 5.1.2 Standard 5.2; Element 5.2.1 and 5.2.2 QA 6-Standard 6.1 Elements 6.1.1, 6.1.2 and 6.1.3 Standard 6.2 Elements 6.2.1, 6.2.2 and 6.2.3

Early Years Learning Framework for Australia

Framework for School Age Care My Time Our Place

Sources

- PSC National Alliance – IPSP Online Library - policies
- Community Child Care NSW NQF in a Box – policies
- Mia Mia Child and Family Centre, Macquarie University
- The Early Years Learning Framework
- School Age Learning Framework - My Time Our Place