



# BEHAVIOUR GUIDANCE POLICY

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.

## EARLY YEARS LEARNING FRAMEWORK

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY	
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)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.

5.2.2	Self-Regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
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EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups

## RELATED POLICIES

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

## PURPOSE

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 the Service.

## 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, well-being and learning (Kidsmatter, cited in the Guide to the NQF, p.629).

## IMPLEMENTATION

The behaviour and guidance strategies used by staff and Educators at our Service 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.

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 local schools 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 for educators continuously enhancing 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.

- Implement “Time with” an adult, which will be used when all other strategies (above) have been exhausted. “Time with” allows children time to reflect on their actions, assisting in fostering self-discipline and to acknowledge that there are consequences to actions. “Time with” will occur under the supervision of other Educators.
- 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 Service 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.
- Complete a 'Behaviour Incident Report' with each incident that occurs. Families are to be notified and will be required to read and sign in an instance where a child or children's safety has been jeopardised.
- 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 the rights of others and mediate perceptively when children experience difficulty in resolving dissimilarity.
- Learn about children's relationships with others and the 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.
- 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 Service 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 Service
  - 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 co-operative 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 Service 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 relationships.
- 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 are 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.

## SOURCE

Association of Children's Welfare Agencies: [www.acwa.asn.au](http://www.acwa.asn.au)

Australian Children's Education & Care Quality Authority. (2014).

Early Childhood Australia Code of Ethics. (2016).

Family & Community Services: [www.community.nsw.gov.au](http://www.community.nsw.gov.au)

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Standard. (2017).

KU Children's Services Inclusion Support

Programme: [https://docs.education.gov.au/system/files/doc/other/overview\\_of\\_the\\_strategic\\_inclusion\\_plan-web\\_0.pdf](https://docs.education.gov.au/system/files/doc/other/overview_of_the_strategic_inclusion_plan-web_0.pdf)

Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood educators*. Australia: Allen & Unwin.

NAPCAN: [www.napcan.org.au](http://www.napcan.org.au)



Raising Children Network. (2019): <http://raisingchildren.net.au>

Revised National Quality Standard. (2018).

Women's and Children's Health Network: Child and Youth Health: [www.cyh.com](http://www.cyh.com)

## REVIEW

POLICY REVIEWED	May 2019	NEXT REVIEW DATE	May 2020
MODIFICATIONS	<ul style="list-style-type: none"><li>• Additional information added to points.</li><li>• Rearranged the order of points for better flow</li><li>• Sources checked for currency: Deleted if irrelevant or no longer available.</li><li>• Sources/references corrected, updated, and alphabetised.</li><li>• Information added to sources.</li><li>• 'Related policies' alphabetised.</li></ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
August 2018	<ul style="list-style-type: none"><li>• Updated to include 'self-regulation' concepts and terminology.</li></ul>	May 2019	
May 2018	<ul style="list-style-type: none"><li>• Updated to include terminology 'Inclusion Support Plans' which replace Behaviour Management Plans.</li></ul>	May 2018	
October 2017	<ul style="list-style-type: none"><li>• Updated the references to comply with the revised National Quality Standard</li></ul>	May 2018	