



Bangalow Community Children's Centre

Raftons Road

Bangalow NSW 2479

Email: kidcare@bigpond.com

Phone: 02 6687 1552

Positive Guidance of Children's Behaviour Policy

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Legislation:	Education and Care Services National Regulations 2011 Children (Education and Care Services National Law Application) Bill 2010 United Nations Convention on the Rights of a Child Children and Young Person (Care and Protection) Act 1998
Reference:	Louise Porter (2001) <i>Children are people too</i> . Small poppies, South Australia Children's and Young Persons (Care and Protection) Act 1998 www.kids.nsw.gov.au

Introduction

Children learning to regulate and manage their behaviour in a variety of social contexts is an important life skill that enables them to be productive and valuable members of their community. The Bangalow Community Children's Centre Educators work with families and children to create an environment that supports positive social interactions and self regulation by positively guiding children's behaviour through modelling, intentional teaching opportunities, guidance and support. Educators working with families seek to develop an understanding of the whole child and the factors that impact on them in order to develop guidance strategies that are relevant and appropriate to each child's social and emotional well being.

"We want more for our children than healthy bodies. We want our children to have lives filled with friendship and love. We want them to be eager to learn and be willing to confront challenges... We want them to grow up with confidence in the future, a love of adventure, a sense of justice, and courage enough to act on that sense of justice. We want them to be resilient in the face of setbacks and failures that growing up brings."

Seligman 1995:6 in L. Porter 2001

Goals

- To maintain an inclusive educational environment that is based on respectful interactions and acknowledges the rights of others.
- To support children to develop self regulation and manage their behaviours in a variety of contexts
- For educators to collaborate with families to implement guidance strategies that support children to be aware of and monitor their impact on others.

Practices

For all children:

To encourage positive, co-operative behavior Educators will:

- Regularly encourage children to think about how they and others might be feeling ie Educators will encourage children to develop empathy
- Attempt to understand the reasons for children's behavior from the child's perspective and also discuss this with their families
- Know about each child's background, competence and culture and respond to these in sensitive ways
- Create environments that are conducive to supporting children's positive behaviour patterns
- Anticipate negative behaviours and use positive strategies to manage these, with the aim to prevent this from happening. Work actively with children to develop problem- solving skills and support children in resolving conflicts.

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Practices (Continued)

- Acknowledge children's efforts to solve problems and behave positively. This will empower the children, promote self esteem and help children make judgments about what he/she can do.
- Consult with each other and the child's family where repeated incidents occur. This may be done by reviewing expectations, taking account of the context, gathering information on child's development, interests and needs, and planning and implementing a consistent response to support the child.
- Involve outside specialists if necessary. This may lead to the specialist being involved in parenting evenings/child visits/staff meetings discussions.
- Read reference books that may help and make these available for parents to borrow when they are seeking assistance with managing their child's behaviour.
- Develop awareness of different strategies used by the family and the centre and actively discuss these with families in constructive way.
- Encourage children to support those children who are experiencing difficulties
- Educators will model desirable behaviours in their own everyday interactions with peers, other adults and children such as treating others with patience and care
- Encourage children to recognise and challenge inappropriate behaviour. When a child is redirected, Educators will explain why in a non-judgemental way (keeping voice at quiet level).
- Provide supervised opportunities for infants to interact with other children
- Educators will check their own responses to challenging situations and seek support and advice of other Educators.
- Systematically reflect on their own attitudes and behaviours and how these may affect children and their families and refine their strategies accordingly. Behaviour guidance is not something to embarrass, humiliate, criticise, compare or compete with other children.
- Use language that is positive, clear and developmentally appropriate for each child E.g.: "sand stays in the sand pit" rather than "don't throw sand", and by showing the child how to dig in the sand.

For infants educators will

- Recognise and respond to infants' signs of sadness, boredom, interest, curiosity, pleasure, wariness, frustration and other feelings
- Recognise when an infant prefers a particular caregiver and respond to each child's need to be close to a trusted adult
- Attempt to understand and respond to infants' vocalisations, gestures and facial expressions.

For toddlers Educators will

- Be sensitive to toddlers' feelings, especially frustration, and help them to recognise, label and manage these feelings
- Manage toddlers' tension or conflict tactfully, without confrontation and distract and redirect toddlers when necessary
- Be patient with toddlers who spill food, have toileting accidents or leave activities, or tasks, unfinished
- Share in toddlers' positive emotions and appreciate the pleasure toddlers derive from increased independence and competence
- Provide plenty of materials to avoid disputes over ownership.

For pre-schoolers Educators will

- Involve older children in discussion about dealing with conflict and encourage role-play to practice strategies that lead to fair solutions
- Establish age appropriate rules with older children and try to have a minimum of rules. Explain why the rules are in place when enforcing them.
- Use a range of strategies to support children in their attempts to resolve frustration and conflict with others- for example, by changing the environment, adding and removing materials, modelling behaviour and providing possible words to use

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Practices (Continued)

WHEN PREVENTION DOESN'T WORK:

Try to distract/diffuse a situation, giving the child an out.

Use "do" instead of "don't", giving a simple explanation. (If the child persists, use the word "stop" reinforced with the stop hand signal and explain positively what they should be doing).

Always talk about the behaviour being inappropriate, not the child personally (e.g. avoid saying, bad, naughty, silly etc).

Use a firm, calm manner, indicating what you expect from the child, presenting it to the child as a choice wherever possible - "if you choose to do "X" then". Lowering your voice gains attention. Shouting may scare the child and is not accepted at this Service.

Allow time for the child to comply with the request.

Be clear about the consequences for the child,

Follow through with consequences!

If it becomes necessary, Educators will gently remove the disruptive child from a group or activity until such time as the child has settled down and able to return to the group or activity.

If the child, or other children are at risk of harm from the behavior the Educator may need to restrain a child. The Educator will do so at their own discretion so as not to put themselves, the child or other children at risk of harm. Suggested method for restraining a child is to sit on a chair or the floor with the child held firmly but gently in front of them (the child's back towards the staff member). Speak calmly and quietly to attempt to diffuse the situation quickly. Restraining a child should be used only as a last resort.

When it's all over - it is *essential* to restore a positive relationship between you and the child, before either of you go home.

Keep the Director aware of on-going situations; keep a written record of continuing incidents.

ANTI-SOCIAL: PHYSICAL BEHAVIOURS

Educators should explain to children that biting, hitting, pushing and kicking are not acceptable. If a child wants to hit or punch then they can use the play dough or punching bag to take out aggression. If the child wants to kick they can kick a ball.

With older children, encourage them to use problem-solving skills and to verbalise feelings instead.

If a child becomes aggressive remove them from the activity (suitable distance so as not to hurt other children); stay with them until they quieten down. Comfort when rage subsides. Some good activities if a child is aggressive are play dough, clay, hammering, bowling, water play etc.

Always look for reasons behind belligerent behaviours and address the issues as a part of further planning (e.g. Biting could be a result of teething or not having the communication skills to tell a peer that they are taking their toy. Kicking could be a part of power play etc.) Make sure you focus attention on the child who has been hurt. Children who have hurt another child can often be encouraged to help comfort or assist the hurt child (get a tissue, hold the ice pack etc.)

WHEN MANAGEMENT IS NOT WORKING:

We use the PALS programme to assist with social skills. It is an effective and constructive behavior modification tool.

Discuss problems with Educators- where appropriate (confidentiality is observed).

Written methods are implemented.

Difficulties are discussed with parents, to discuss appropriate strategies.

Inclusion support professionals are consulted with parental permission.

Other professionals and support groups to be consulted where necessary.

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Practices (Continued)

GUIDELINES FOR DIRECTOR INTERVENTION

If a child's behaviour is continually anti-social or aggressive and is putting other children's or Educators health at risk, then the following procedures will be followed:

The child's parents will be continually informed of the incidents.

A time will be made where it is appropriate for the child's carer and parent/s to discuss the issues.

A behaviour management program will be implemented and carried out by carers and parents. External help may be sought if necessary.

This program will be continually evaluated by educators, Director and parents.

If the behaviour does not appear to be improving the Director may refer the parents to a support network (e.g. Inclusion Support Unit etc.)

It may be necessary for the parent/s to collect their child early if other children or Educators are put at risk of harm.

If after a reasonable period of time the child's behaviour is not improving, the Director and educators will consult with parents in supporting them to find other alternatives.

When a child bites:

- Remove the biter from the situation.
- Comfort the child who has been bitten.
- Wash with water and apply ice/cold washer to the bite.
- Ensure the child who has been bitten is settled
- Explain to the biter that biting hurts and is not to happen.
- Write up the incident in the incident/accident book for the child who has been bitten. Keep record of biter documented separately to identify triggers and patterns.
- Inform both parents about the incident.
- If a child bites more than once strict supervision is imperative. Keep the child by an adult's side at all times. Keep parents informed of events.
- If biting does not cease follow up with help from outside professionals with parent support.

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National Regulations

155 Interactions with children

156 Relationships in groups

National quality Standard

Standard 5.1 Respectful and equitable relationships are developed and maintained with each child.

Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

Standard 6.2 Families are supported in their parenting role and their values and beliefs about child-rearing are respected.

EYLF

Outcome 1: Children have a strong sense of identity

Children feel safe secure and supported

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency

Children develop knowledgeable and confident self identities

Children learn to interact with others with care, empathy and respect

Outcome 2: Children are connected with and contribute to their world

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

Children respond to diversity with respect

Children become aware of fairness

Outcome 3: Children have a strong sense of wellbeing

Children become strong in their social and emotional wellbeing

Evaluation and Review

This policy will be reviewed based on regulatory requirements or when the need arises.

Family and staff feedback will be considered in the review process. Changes in legislation, regulations, NQF and standards will be considered.

Any changes to this policy will be communicated to families and educators.

Relevant Documents

Education and Care Services National Regulations 2011

Biting Procedures

