

Behaviour Guidance & management Policy

Quality Area 5: Interaction with Children & Link to QA 2

Philosophy: To provide an environment that is safe, stimulating and encourage acceptance and appreciation of individual differences and promote the positive aspects of diversity.

Legislations: Education and Care Services National Regulation, 155, 156.

The rights of children

Children have the right to:

- Be heard
- Be treated in ways which uphold their rights
- Be treated in ways which uphold their dignity
- Participate in resolving issues which directly affect them
- Be treated fairly
- Be seen as active citizens of the community
- Feel safe

Rationale:

Children face many challenges throughout their lives. Learning acceptable behaviours and being able to regulate their own behaviours in different social and emotional environments, or when interacting with their peers or adults, are two of those challenges. For children to understand and take responsibility of own action and its impact on others, children need guidance and recognition between right and wrong. Children need to understand the limits for acceptable behaviour and why. Ultimately, setting limits for behaviour should aim to result in development of self discipline. Setting limits for behaviour is crucial for the safety and protection of children, others and the environment. Setting limits also will help children to find appropriate expression for feelings that are hard to control.

Policy Statement:

At Konomi Kindergarten we believe that children have the same rights as adults;

Educators will recognise values and celebrates the differences and similarities that exist in all persons.

Educators will ensure that all children who currently enrolled in our service are given clear guidance and assistance in managing their behaviour and relating appropriately to others. All children are to be respected at all times regardless of their age, gender, race, ability and cultural backgrounds.

Nominated supervisor will inform families of the Centre's behavior guidance's policy and procedures at the enrolment.

The use of physical punishment by staff, students/volunteers/visitors as a behaviour guidance strategy is not acceptable under any circumstances.

The use of isolation, humiliation, intimidation or negative labeling by staff/carers/students/volunteers/visitors as a behaviour guidance strategy is not acceptable under any circumstances

Educators will seek professional development and update their understanding and skills and strategies to manage children's behaviour. Educators will discuss the positive guidance strategies at the staff meetings to ensure consistency throughout the Centre. (*Reading material on Maslow and Erikson is available in the staffroom resource section*)

Practices:

Educators will;

Take into account the psycho- social stages of development "Erik Erikson" and Maslow's Hierarchy of needs when guiding children's behaviour.

- ❖ Practice positive relationships with children and adults.
- ❖ Develop appropriate approach to external factors, such as family, home life, school or peer group experiences.

❖ **Exercise the following skills for guiding children**

1. Consider children's needs
3. Acknowledge caring behaviour and praise
4. Establish guidelines for children to follow
5. Regard behavioural mistakes as natural
6. Resolve problems through communication and guidance (for Yuki class, role model appropriate behaviour and use visual cues to teach what is appropriate what is not acceptable)
7. Teach self- control.

❖ **Set clear guidelines (play Rules) to limit inappropriate behaviour of the children.** Through providing inspiring learning environment, educators will teach children to follow the guidelines of being engaged in play and learning. Always individual's developmental stage and ability is to be taken into account when dealing with challenging behaviours.

❖ **Discuss appropriate and inappropriate models of behaviours with the children when creating class behaviour rules, including;**

- Sharing and taking turns
- Negotiation with peers
- Active listening and responding to their peers and educators
- helping one another in different play and learning
- Show empathy for others
- Managing their emotions and behave appropriately (ok to be angry but not hitting others)

In Yuki class visual cues must be used to teach children the above skills

Inappropriate behaviour and consequences

Educators should recognise and understand that a child's behaviour may be affected by their:

- age and development; (see Maslow hierarchy of needs & Ericson's psycho-social stages of development)
- play and learning environments, which includes the physical indoor/outdoor settings, the weather, the time of year, the time of day;
- general health and wellbeing;
- their family circumstances and culture background;

- ❖ Role model appropriate behaviour, acknowledge and praise child's appropriate behaviour rather than talking about the inappropriate behaviour.
- ❖ Plan learning experiences that encourage independence skills and development of positive self -esteem and self -control. Such activities should have a balance of active, restful and smooth transitions.
- ❖ Plan a variety of experiences and strategies that children learn and become aware of possible consequences of their actions.
- ❖ Use a variety of educational resources to teach the children to express their feelings through use of verbal communication(a box full of feelings, set of books about different feelings and emotions are available in the staffroom library)
- ❖ Promote learning and positive interactions with peers.
- ❖ Be consistent, clear and coordinated about expectations of behavior of the age group.
- ❖ Take into account the lack/or limited understanding of English language for bilingual children when direction is given. E.g. "Don't run" " Hashiranai".

Educators will use the following strategies to resolve conflicts between children :

FOOD and WATER NEVER SHOULD BE USED AS A STRATEGY FOR BEHAVIOUR MANAGEMENT

1. Age appropriate strategies should be used. Eg. Younger children need to be re- directed to another activity to reduce the anxiety,
 2. Before discussing any issues with children, get children's attention by talking to the children at their level, use eye contact, address the issue briefly and act immediately, don't leave it for later as children may not be able to remember the occasion you addressing with them.
 3. Talk the issue through with the child,
 4. Be consistent, and explain why it was not appropriate,
 5. Assist the children to resolve conflicts verbally and calmly with each other.
 6. Give them appropriate words to use,
 7. Assist children to develop strategies to resolve conflicts by negotiating and discussing their problems, ideas and expectations.
 8. If educators need support to manage a behavior immediately or not sure, will seek support from other staff members,
 9. **When a child displays disruptive behaviour:**
 - Redirect the child to another experience,
 - do not isolate the child,
 - removed from the group to calm down to a quiet corner if the behaviour continues and stay with the child and,
 - talk to the child about the limits and appropriate practice and why he/she has been removed from the activity or group
 - role model what is expected
 - return the child to the group
- ❖ Select experiences that are developmentally appropriate and stimulating when planning for young children,
- ❖ Minimise behaviour difficulties due to lack of resources by re-organising the environment and including a wide range of equipment and materials for children to use.
- ❖ **Acknowledge and reward positive behaviour through consistent verbal praising.**
- ❖ Discuss physical aggression and bullying behaviour with both, the child that displayed the behaviour and in group session for all children, role-model appropriate language and skills to resolve conflicts with their peers, discuss the behavior with the parents of the children concerned.

Challenging Behaviours

- Biting
- Physically aggressive and bullyings

If a child displays a pattern of inappropriate behavior including “**hitting, biting, pushing, punching, spitting, use of inappropriate words, and kicking**” towards another child or educator, or visitors, to protect children and adults within the environment,

Educators will use following strategies to:

- guide the child to a more positive emotion
- modify the routine and program to reduce the tension and stress that may cause the problem.
- advice the parents of the child and to offer support and assistant in order to provide an atmosphere to work together and create a behaviour ‘ **modification plan**’.
- conduct extensive observation and documenting and recording the inappropriate behaviours displayed to discuss with the parents and developing plans. (All the written records of the plans or behaviours must be documented by the primary staff member and kept in the child's individual folder. Confidentiality must be maintained strictly at all times).

Strategies used in a modification plans, are including;

- **Communicate with the family regarding the implementation of a specific individualized behaviour modification plan**
- **Modification plans are to be implemented at home and the Centre**
- Consistency, firm and friendly tone of voice.
- All educators work together to support each other no matter which room the child is attending
- Explain inappropriate behaviour and role-model appropriate behaviour consistently
- Praise and promote any positive behaviour displayed by other children in the classroom, detailing what the good behaviour is when praising rather than just using “good boy/girl”
- Terms such as naughty and bad will have negative effect and therefore must not be used.
- **Access external agencies for more updated information and support.**
- When significant improvement has not been achieved with the above strategies and evaluation and discussion with the parents of the child shows that the plans are not implemented consistently by parents at home. **Or** parents have not been seeking support to help their child with the problem, for the safety of all other children, Konomi kindergarten will terminate the enrolment of the child. Termination will be as follow:
 1. Parents will receive a letter of warning stating specific area of behaviour that have not responded to the implementation of the modification plan.
 2. Particular period of time will provided during which the child is observed by the Nominated Supervisor, educators and the behaviour documented.
 3. When no improvement is observed and or documented during this time, termination will take place.

Links to other policies

- Child protection
- Employment of new employees
- Enrolment of new children and families to the service
- Incidents & Illness
- Workplace Health and Safety
- Supervision
- Supporting children’s individual health needs

Key sources:

Behaviour basics, Teaching social skills in early childhood ; Department of Education, Training and Employment 1998 NSW
OIAS website information, ncac /policies/factsheets

UNICEF (n.d.). *Fact sheet: A summary of the rights under the Convention on the Rights of the Child*. Retrieved April 4, 2007, from

http://www.unicef.org/crc/files/Rights_overview.pdf

Porter 2006/ w w w . s e m a n n s l a t t e r y . c o m, behaviour guidance in-service

[Maslow's Hierarchy Porter, 2003, p24\) of Needs / Maslow, A.H. \(1943\). A theory of human motivation. *Psychological Review*, 50\(4\), 370–96. Retrieved from](#)

<http://psychclassics.yorku.ca/Maslow/motivation.htm>

["PSY 345 Lecture Notes - Ego Psychologists, Erik Erikson". Retrieved 2009-08-11.](#)

<http://www.muskingum.edu/~psych/psycweb/history/erikson.htm> April 2014

This policy last reviewed in April 2014

Date for next Review: April 2015

We expect parents to inform me of any changes in the child's home circumstances, care arrangements or any other change which may affect the child's behaviour such as a new baby, parents' separation, divorce, new partner or any bereavement. All information shared will be kept confidential unless there appears to be a child protection issue.

We offer regular review meetings with parents to discuss their child's care and any issues or concerns, preferably when the child is not present. If I do not share the same first language as the child's parent, I will find a way of communicating effectively with them. This may include seeking guidance from the local early years team.

I work together with parents to make sure there is consistency in the way the children are cared for. A consistent approach benefits the child's welfare and helps ensure that the child is not confused.

I will only physically intervene, and possibly restrain, a child to prevent an accident, such as a child running into the road, or to prevent an injury or damage.

All significant incidents are recorded in an incident book and will be shared and discussed with the parents of the child concerned so that together we can work to resolve any behavioural issues.

From time to time children will have difficulty learning to deal with their emotions and feelings and this is a normal part of child development. I will acknowledge these feelings and try to help children to find constructive solutions in liaison with their parents.

Distracting and re-directing children's activities are used as a way of discouraging unwanted behaviour.

I encourage responsibility by talking to children about choices and their possible consequences.

I aim to be firm and consistent so that children know and feel secure within the boundaries I set.

I will respond positively to children who constantly seek attention or are disruptive.

I will help children maintain their self-esteem by showing I disapprove of their bad behaviour not the child themselves.

If I have concerns about a child's behaviour which are not being resolved, I will ask for permission from the parents to talk it through with another childcare professional. I may contact the National Childminding Association, the NSPCC, health visitor or the local early years team (or other relevant advice service) for confidential advice.

Concerns that could identify a particular child are kept confidential and only shared with people who need to know this information.

Induction / Behaviour Guidance / to know & to do

QUALITY AREA 5: INTERACTION WITH CHILDREN

Educators and children must make RULES for Play and on a daily basis remind the children of these rules

Observe to see what are the cause of inappropriate behaviour, it may include;

- Natural exploration
- Lack of skill
- Loss of self control
- 50% of conflicts involved children attempting to enter the play of others
- 24% of conflicts are related to the maintenance of on-going interactions
- 14% of conflict are related to challenging behaviour

(Sims, Hutchins & Taylor, 1996, in-service handouts)

To prevent conflicts occur, children need to have;

1. *Play entry skills:*

Educators will teach children to;

- Observe to see what is happening before they join in
- Initiating appropriately, e.g. vocalising or using another child's name to ask for entry
- Responding positively to children's invitations
- Avoiding disruptive actions, e.g. being too loud, destroying the game etc...

2. **Supportive actions:**

Educators using examples to teach children to;

- Communicating good intentions, e.g. smiling, taking turns, helping others
- Making positive suggestions and contributions without being bossy
- Making positive comments about the play or what the child making or saying or end product
- Asking for help when needed
- Being aware of how their behaviour impacts on others
- Being aware of other children needs and feelings

3. **Conflict management:**

Educators will teach children to;

- Asserting needs and wants
- Negotiating and/or offering compromises
- Following social rules, e.g. sharing, taking turns

(Porter 2006, course handout)

4. **Small group work**

Educators will;

- Choose two of the previously listed skills and identify strategies to teach children these skills.
- Be prepared to share this with the group.

5. **Collaborative solutions:**

Educators use following strategies to teach children to resolve their conflicts, rather than giving them answers, give them a chance to solve the problem

Collaborative problem solving involved seven steps:

1. The children concerned agree to talk about it
2. Each child listens to what the other child need and then say what he/she need assertively. This might help in telling you where difference lie
3. Together children come up with ideas of what they could do, so that both would get their needs met
4. Educator decides which of the options is appropriate. Don't choose a compromise which doesn't meet anyone's needs

5. Decide when and how to carry out your chosen solution
6. Once it is in place, check whether the solution is working
7. Talk to the families and discuss your concerns and any suggestions
(Porter, 2006)

Inappropriate behaviour and it's consequences

Educators will:

- a. ***Contact families and discuss the issue with them as soon as possible if behaviour is likely to harm other children such as biting, or displaying aggressive behaviour*** (Physically / verbally or bullying) also follow the procedure for challenging behaviour.
- b. use age appropriate strategies, re- direct to another activity to reduce the anxiety.
- c. before discussing any issues with children, get children's attention by talking to them, talk to the children at their level, use eye contact, address the issue briefly and act immediately, don't leave it for later
- d. talk the issue through with the child
- e. be consistent, and explain why it was not appropriate.
- f. assist the children to resolve conflicts verbally and calmly between each other.
- g. model appropriate words for children to use.
- h. assist children by modeling strategies to resolve conflicts through negotiating and discussing .
- i. if support for managing a behaviour is needed, or not sure what to do, discuss with other educators and the supervisor.
- j. when a child displays disruptive behaviour, redirect the child to another activity, do not isolate the child from the group,
- k. if the disruptive behaviour continues, removed from the group to calm down in a quiet corner and talk to the child about the limits and appropriate behaviour and role model what is expected from them.
- l. Return the child to the group

Please study Maslow's Hierarchy of Needs and Erikson's Psycho-Social Stages of Development and consider the age of the children in your care

Criteria for assessing effectiveness

- The disruption should be less likely to occur
- The child should learn something positive during the process
- There must be no unintended emotional side effects on the child
- Other children must continue to feel safe
- There must be no harm done to the adult- There must be no harm done to the adult-child relationship

(Porter 2006)

Behaviour Guidance Induction old

Observe to see what are the cause of inappropriate behaviour, it can be;

- Natural exploration
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- Loss of self control
- 50% of conflicts involved children attempting to enter the play of others
- 24% of conflicts were related to the maintenance of on-going interactions
- 14% of conflicts were related to challenging behaviours

To prevent conflicts happening, children need to have;

1. Play entry skills:

Staff need to teach children to;

- Observe to see what is happening before they join in
- Initiating appropriately, e.g. vocalising or using another child's name
- Responding positively to children's invitations
- Avoiding disruptive actions, e.g. being too loud, destroying the game

Supportive actions:

- Communicating good intentions, e.g. smiling, taking turns, helping others
- Making positive suggestions and contributions without being bossy
- Making positive comments about the play
- Asking for help when needed
- Being aware of how their behaviour impacts on others
- Being aware of other children needs and feelings

Conflict management:

- Asserting needs and wants
- Negotiating and/or offering compromises
- Following social rules, e.g. sharing, taking turns

(Porter 2006)

Small group work

Choose two of the previously listed skills and identify strategies to teach children these skills.

Be prepared to share this with the group.

Slide 30 www.semanslattery.com

Conflict management

‘Too often we give our children answers to remember rather than problems to solve’.

(Roger Lewin)

With a partner consider the following scenario:

You are in the kitchen with two people and they both want the last orange. What do you do?, 2003, pp 60-61)

old Collaborative solutions

Collaborative problem solving involved six steps:

1. The people concerned agree to talk it over
2. Each person listens to what the other person needs and then says what they need assertively. This might help in telling you where difference lie
3. Together you come up with ideas of what you could do, so that both of you would get your needs met
4. You decide which of the options you will do. Don't choose a compromise which doesn't meet anyone's

needs

5. Decide when and how to carry out your chosen solution
6. Once it is in place, check whether the solution is working (Porter, 2006)

“If I had an hour to solve a problem and my life depended on the solution, I would spend the first 55 minutes determining the proper questions to ask, for once I know the proper questions, I could solve the problem in less than five minutes”.

○

Secondary reactions:

Children’s reactions against the handling of a previous behaviour, in which case children may:

- Resist
- Rebel
- Retaliate

Exploring different approaches

Controlling Approach Guidance Approach

Children’s behaviour can be controlled by outsiders. Children’s behaviour is governed by their needs at the time. Disruptions are caused by faulty reward and punishment regimes. Disruptions are triggered by children’s internal needs and are reactions against controlling disciplinary Methods. Aims for compliance and obedience. Aims for considerate behaviour. Distrustful of children Balanced view of children. Behavioural mistakes should be punished. Mistakes are inevitable and call for teaching. Adults exercise power as a boss Adult employs expertise as a leader

Skills for guiding children

1. Exercise leadership
2. Consider children’s needs
3. Acknowledge considerate behaviour
4. Establish guidelines, not rules
5. Regard behavioural mistakes as natural
6. Resolve problems through communication
7. Teach self control

(Porter, 2003, p24)

Praise versus acknowledgement

Praise:

- Is evaluative and judgmental
- It feeds the child’s ideal self, i.e. how they think they should be
- e.g. ‘Good boy/girl for helping’

Acknowledgement:

- Is nonjudgmental and non-manipulative
- Is a personal event that doesn’t compare children with each other
- e.g. ‘Thanks for your help’

<Service name>

Behaviour Guidance Policy

Children face many challenges throughout their lives. Learning acceptable behaviours and being able to regulate their own behaviours in different social and emotional environments, or when interacting with their peers or adults, are two of those challenges.

Sound knowledge and understanding of children's social, emotional and cognitive development and recommended appropriate practices assist services in developing a behaviour guidance policy.

The service's policy and practices should reflect the commitment of staff/carers to establish behaviour management strategies, with children and families, which ensure that children are treated with the same respect and empathy as an adult would expect.

Please note: the term discipline is often associated with punishment because it has previously been defined by what adults do to children to control behaviours (Stonehouse, 2004, 47). It is also used as a threat or consequence of inappropriate

behaviour. The term behaviour guidance is preferred because it includes all forms of behaviour and not just those behaviours labelled as 'negative'. Staff/carers should remember that an environment which supports children to learn self-regulation and guide their own behaviour reflects the importance of a behaviour guidance policy.

Policy Number <number>

Policy statement

· The service's Behaviour Guidance Policy:

o.

1 For the purpose of this policy, 'persons' include <children, families, staff, carers, carers' family, management, coordination unit staff, ancillary staff (administrative staff, kitchen staff, cleaners, maintenance personnel), students, volunteers, visitors, local community, school community, licensee, sponsor and/or service owner>.

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· Families and staff/carers should use appropriate strategies to guide children to recognise, manage and learn from their behaviours and express their emotions in positive, non-threatening and productive ways.

· <Service's name> is committed to a Behaviour Guidance Policy because it:

o reflects the values, attitudes and current recommended strategies that

promote positive play behaviours and patterns;

o respects the importance of interactions and relationships between children, families and **staff/carers**;

o understands why children behave in certain ways in specific circumstances;

o promotes realistic play and behaviour limits that guide children's safety and security rather than curb their play experiences, curiosity or creativity;

o defines clear and transparent caregiving strategies that communicate how behaviour guidance is implemented by the service;

o informs the service's stakeholders about the procedures involved in behaviour guidance management plans; and

o explains the service's commitment to professional development and utilisation of external agencies.

· The purpose of the service's Behaviour Guidance Policy is to:

o encourage acceptable forms of behaviour by using strategies that build children's confidence and self-esteem;

o provide children with support, guidance and opportunities to manage their own behaviour; and

o promote collaborative approaches to behaviour guidance between the service's stakeholders **and/or external agencies**.

·

· Families and **staff/carers** display respect and empathy towards children when they label behaviour and not the individual child. This means that behaviours are managed, not children.

Staff/carers, other children and families should refrain from labelling a child's inappropriate or negative behaviour as 'naughty' or 'bad'. Similarly, traditional labels such as 'good boy' or 'good girl' identify the individual but not the positive behaviour. For example, when a child completes a task directed by an adult, such as washing their hands before a meal, staff/carers

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should identify the behaviour that reinforces the achievement and not label the worth of the individual. Instead of 'good boy/girl', the staff/carer can respond with "thank you (child's name) for washing your hands with soap before lunch" or "thank you for remembering to clean your hands before you eat".

- While **staff/carers** are aware and respect individual children's and families' backgrounds and beliefs, it may be necessary to balance the individual needs of stakeholders with **staff/carers'** knowledge of developmentally appropriate practices and current best practice recommendations from recognised authorities.
- The *Occupational Health and Safety Act*² states that employers have a duty of care to their employees to ensure that the working environment supports emotional and mental wellbeing.

Staff/carers who are implementing behaviour guidance strategies and/or plans for children that display inappropriate behaviours, (especially if the behaviour is aggressive towards other children or adults) need continued support and assistance. Staff/carers can experience levels of stress or anxiety, which may lead to sickness or apathy in the workplace. Services have a duty of care to ensure that employees' mental and emotional wellbeing is considered, as well as the child's need for positive behaviour guidance strategies.

Rationale

The rationale represents a statement of reasons that detail why the policy and/or procedures have been developed and are important to the service.

Important:

- The service may decide to explain in the policy how it will communicate to families why the use of physical punishment is not accepted in the service.
- In meeting the service's duty of care under the **<title of federal, state/territory legislation and/or licensing regulations>**⁴ there is a shared responsibility between the service and its stakeholders that the Behaviour Guidance Policy and procedures are adhered to.

²There are legislative Acts and regulations for each state and territory that address the issue of Occupational Health and Safety. Services are advised to seek information that is relevant to their jurisdiction.

³For the purpose of this policy, physical punishment includes smacking, hitting, slapping, kicking, pinching, pulling, pushing, shoving or the inappropriate manhandling of a child by an adult.

⁴Please note: There may be state or territory legislative or licensing requirements that further detail guidelines regarding behaviour guidance that may assist services in developing their policy.

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Some services may already have a code of ethics or conduct that can assist in governing their policy and procedures. The service may decide to include information about the:

- *United Nation's Convention on the Rights of the Child, or*
- *Early Childhood Australia (ECA) Code of Ethics (2005).*

- Services can link this section by stating:

Please refer to the service's Philosophy Statement.

Please refer to the service's Diversity and Equity Policy.

Strategies and practices

These are examples of subheadings services may use to develop strategies and practices as required to meet their individual circumstances and daily best practices.

Behaviour guidance strategies

The aim is for services to describe how children, families and staff/carers work in unison to establish and maintain behaviour guidance strategies and practises.

- This is an important section of the policy where the service endorses and details the strategies and practices used to guide children's behaviour.
- The service may decide to sub-divide this section by discussing behaviour guidance in relation to:

o Age and developmentally appropriate and inappropriate behaviours and their consequences. For example, under headings of:

- Babies
- Toddlers
- Pre school
- School age; or

Children

Children are active participants in the development, implementation and monitoring of behaviour guidance management plans, and should be consistently communicated with during the process.

^sThe service can address bullying in this policy, or refer to bullying in the service's Diversity and Equity Policy or Occupational Health and Safety Policy.

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Services can identify how children are encouraged to learn about their own feelings and emotions; how to establish limits and the consequences when limits are not adhered to; and where can they seek support and guidance from peers or adults.

· Brief and concise detail of the service's strategy.

Establishing limits

· 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.

· Reflective questions engage children to think about their practices and environment. Encouraging children to develop their play and learning limits and consequences, reinforces ownership of the service's practices.

· Defining limits in terms of a 'positive' instead of a 'negative' assists children to remember what to do rather than what not to do. For example, 'children walk inside' is preferable to 'children do not run inside'.

· Establishing limits depends on the developmental level of children. Younger children require safety and guidance limits established for them by adults, while staff/carers can vary their communication style and language with older children to negotiate limit setting.

· For example, staff/carers can discuss with children why it is important to wash hands before handling food and the reasons why people sit when eating food. Service should consider the following reflective questions:

- o Why is it important to wash hands before handling food?
- o What could happen if you didn't wash your hands before eating food?
- o If you were running around while eating and tripped, what might happen? Why is this dangerous?
- o What do you think should happen if someone doesn't want to wash their hands before eating?

Establishing spaces

· Children are involved in establishing play and learning spaces in the environment which includes areas where children can find solace, peace and relaxation.

Environments need active, loud and energetic play spaces balanced with passive, quiet and peaceful areas where children can find solace and peace.

It is important that services provide both types of spaces, especially for those children who recognise that they require time apart from their peers.

For example, a child who recognises that they are becoming frustrated with other children can retreat to an area that is calming and allows them to refocus.

· Services can consider the following reflective questions:

- o How does the service support children to make decisions about their

environment?

- How are quiet spaces utilised for children to encourage solitary play?
- How do staff/carers actively encourage children to develop their sense of ownership about their play and care space?

Support

· The service provides opportunities for children to seek information that can assist them in dealing with their emotions.

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· At times, children need to know where they can enlist adult support and receive information that may not be delivered directly by staff/carers. In long day care services, this may be an ancillary staff member, such as a gardener or cook, who is not someone a child sees every day but who may have developed a relationship that promotes positive behaviours. Outside school hours care services or family day carers may display posters communicating telephone or website helpline information.

· The Children, Youth and Women's Health website (www.cyh.com.au) provides a wide range of information for children and youth on a variety of topics such as, health, safety, feelings, divorce, child protection, bullying and relationships.

Families

Crucial to the success of behaviour guidance is the role of families play, especially parents. Families should be provided with regular opportunities to contribute to the development and review of their child's behaviour guidance strategies and plans, along with the service's overall strategies to promote positive outcomes for the child. The aim of this section is for the service to describe how families can be involved in establishing and maintaining behaviour guidance strategies and practises.

· Brief and concise detail of the service's strategy.

Enrolling, orientating and settling families into care

· The service informs families about the behaviour guidance policy on enrolment and seeks information from families about the behaviour guidance strategies used at home.

· It is important for the service to understand the expectations of families regarding behaviour guidance strategies used in the service before children begin care. Communicating with families during the enrolment process assists staff/carers in understanding children's behaviour and the limits established at home.

· Services can link this section by stating:

Please refer to the service's Enrolment and Orientation Policy.

Establishing lines of open communication and expectations

· Families should have the opportunity to express their thoughts, expectations and feelings openly with staff/carers.

· Staff/carers should extend open lines of communication with families in regards to maintaining behaviour guidance strategies and practices.

· Services can consider the following reflective questions:

○ Who enforces the limits when both the carer and parent are in the carer's home or service?

○ How do staff/carers reinforce positive guidance practices when a parent physically disciplines their child in front of other children in the service?

○ How do staff/carers communicate a concern to a family who refuses to accept the service's observations?

· It is important to communicate to families about the behaviour guidance strategies established in the service. Families should recognise that some

behaviour guidance strategies or practices established in the home cannot be enforced in the service's environment.

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- For example, what is the service's response to a parent who bites their child as a behaviour guidance strategy and the child then bites other children?
- How do staff/carers communicate to families about recommended behaviour guidance strategies and child development expectations?

Staff/Carers

The aim of this subheading is for the service to describe how staff/carers can be involved in establishing and maintaining behaviour guidance strategies and practises.

- Brief and concise detail of the service's strategy.

The following is a set of guidelines that can assist/staff carers when recognising and implementing behaviour guidance strategies and practices:

- **Staff/carers** respond to, and acknowledge children's emotions, such as happiness, anger, pleasure, fear, anxiety, frustration, sadness, and pride.
- **Staff/carers** acknowledge that the emotions experienced by children are significant. For example, an adult who is not scared of thunder should not trivialise the fear or anxiety expressed by a child.

- **Staff/carers** understand that children may not have developed the appropriate strategies to express emotions due to their age and/or stage of development.

- **Staff/carers'** attitudes and caregiving strategies demonstrate an understanding and empathy towards children who display behaviours that are not always consistent with their development and/or general disposition.

- **The policy can describe how staff/carers:**

- interact with children, families and peers equitably and respectfully;
- use language that promotes empathy and understanding;
- actively monitor children's behaviours;
- encourage empathy towards others;
- avoid making comparisons between children and families;
- are aware of situations, group dynamics and scenarios that may contribute to children's behaviours; and
- support and encourage children to be fair and respectful of others.

- Services should consider the following reflective questions:

- What do staff/carers know about child development and how it affects children's behaviour and their ability to self-regulate?
- How do staff/carers provide children with opportunities and support to develop self-regulatory skills?
- How do staff beliefs and attitudes influence the way in which they guide children's behaviour?
- How do staff/carers understand and consistently implement the service's behaviour guidance strategies?

These reflective questions can assist the service to develop strategies under the following sub-headings:

Knowledge of developmentally appropriate behaviours

- Brief and concise detail of the service's strategy.

Knowledge of developmentally appropriate practices

- Brief and concise detail of the service's strategy.

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Knowledge of individual children in care

- Brief and concise detail of the service's strategy.

Knowledge of group dynamics

- Brief and concise detail of the service's strategy.

Supporting other staff/carers

- Brief and concise detail of the service's strategy.

Management/Coordination unit staff

The aim of this subheading is for services to describe how management/coordination unit staff are involved in establishing and maintaining behaviour guidance strategies and practises.

- Brief and concise detail of the service's strategy.
- The service can state other policies and procedures that guide management's obligation to behaviour guidance.

Compliance with legislation and/or regulatory requirements

- Brief and concise detail of the service's strategy.
- The service can decide how it will deal with the non-compliance of its Behaviour Guidance Policy, especially when an adult or child uses physical punishment.

Confidentiality and privacy

- Brief and concise detail of the service's strategy.
- Services can link this section by stating:
 - Please refer to the service's Confidentiality and Privacy Policy.
 - The right of children and families to be afforded a level of confidentiality and privacy in regards to children's developmental records and any behavioural management plans is paramount.
 - Staff/carers, students and volunteers should be aware of the service's commitment to maintaining and respecting an individual's privacy when behaviour management strategies are developed and implemented into the service's play and learning experiences.
 - The service can outline the importance of confidentiality and privacy in relation to how:
 - the child's primary carer(s) communicates the strategies to their peers;
 - to communicate the need for confidentiality when addressing concerns from other children and/or families about a particular child's behaviour; and
 - to incorporate external agency involvement, if required, into the service's experiences without causing disruption to the service's daily practice.

Selection and recruitment

- Services can question staff/carers about their knowledge of developmentally appropriate practices during the selection and recruitment procedure.
- This is a useful tool in assessing the skills and knowledge of staff/carers and their commitment to ensuring that their caregiving strategies reflect recommended practices.

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- Services can link this section by stating:
Please refer to the service's Enrolment and Orientation Policy.

Staff/Carer professional development opportunities

- Brief and concise detail of the service's strategy.
- The service can describe how it aims to maintain and improve the skills and knowledge of staff/carers in relation behaviour guidance. For example:
 - How the service informally discusses the ways to deal with children who display inappropriate behaviours
 - The opportunities that are available for staff/carers to review limits

established by the service

Relief staff/carers

Role and responsibilities

- Brief and concise detail of the service's strategy.
- The service can describe how it supports relief staff/carers when assisting permanent staff/carers with behaviour guidance strategies. For example:
 - How the service ensures that behaviour management plan strategies are being implemented consistently if there is high staff/carer turnover
 - How relief staff/carers are informed of the service's play and safety limits
 - The role of staff/carers as role models to relief staff

Students and volunteers

Role and responsibilities

- Brief and concise detail of the service's strategy.
- The service can describe when students and volunteers are expected to implement behaviour guidance strategies. For example:
 - How students and volunteers are informed of the service's play and safety limits
 - The role of staff/carers as role models to students and volunteers

Protective Behaviours and Practices

Staff, carers, students and volunteers as role models

- Children learn through example and modelling is an important way to teach children behaviour guidance practices.
- **Staff/carers**, students and volunteers must comply with the Behaviour Guidance Policy.

Modelling clear and consistent expectations is an important tool in behaviour guidance management strategies. Services can describe how staff/carers maintain positive modelling when caring for children, and how they communicate to colleagues the important of role modelling in the workplace.

Communication with different stakeholders

Communication with Children, Staff/Carers and Management/Coordination unit staff have been addressed in the 'Strategies and Practices' section of this policy template.

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Accessing external support agencies

- Brief and concise detail of the service's strategy.
- This is an opportunity for the service to discuss how it utilises resource and support agencies that promote positive behaviour guidance strategies and practices.
- The Inclusion and Professional Support Program (IPSP), developed by the Department of Family, Community Services and Indigenous Affairs (FaCSIA) may be a useful start for services when developing a network of external support agencies.

Experiences

This is an opportunity for the service to detail how its values and beliefs regarding behaviour guidance are reflected in children's individual and group play and learning experiences.

- Brief and concise detail of the service's strategy.
- Experiences can reflect the appropriate behaviours through limit setting.
- Services can describe how the environment can anticipate certain behaviours by using reflective questions:
 - How does the indoor space encourage children to initiate their own play and learning?

- How does the service accommodate adverse weather conditions such as extreme cold or heat, which affects the behaviour of children who have been indoors all day?
- How does the service plan indoor spaces for traditional outdoor experiences, such as sand and water play?
- How many resources are available? Are there multiple resources available for younger children, such as toddlers, who become easily frustrated when there are limited toys?
- What environmental and individual circumstances can affect children's behaviour?
- How is the environment set up to encourage positive behaviours and minimise inappropriate behaviours?

Excursions

- Brief and concise detail of the service's strategy.
- Establishing clear limits before each excursion communicates to children, families, staff/carers that there are behaviour guidance expectations and consequences.
- It is important for services to investigate the excursion venue, time of day, its interest to children and any unforeseen situations.
- For example, if school age children are suddenly required to line up for 30 minutes before entering an excursion venue, how does this affect their behaviour? If children become impatient or frustrated, what are the strategies that staff/carers can implement?

ⒺIPSP can provide telephone advice, online support and resources, training opportunities, resources such as factsheets, training information, and referral to appropriate agencies for further advice and information. Please refer to the 'Sources and further reading' list.

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Community

- Brief and concise detail of the service's strategy.

Behaviour guidance management plans

- Brief and concise detail of the service's strategy.
- A behaviour guidance management plan is an example of how a service and its stakeholders observe, plan, implement, evaluate and document strategies that reflect when a child is non-compliant to the established limits of play and interactions. For example, swearing; hitting, smacking, or kicking other children or adults; or potentially causing harm to themselves.
- These plans should:
 - be based on evidence that the displayed behaviour is inappropriate;
 - be observed and documented over a period of time that suggests a pattern is emerging;
 - include inappropriate behaviours that occur consistently;
 - include inappropriate behaviours that occur with consistent triggers;
 - identify that the behaviour could possibly harm another child or adult;
 - define the context within which the behaviour occurs; and
 - reflect a collaborative approach with the child's family.
- Services may decide to define those behaviours that are not acceptable. This may determine when a behaviour guidance management plan is required if there are additional factors, such as the frequency of the behaviour and the age of the child.
- It is important for services to identify the context of the behaviour. For example, if a child is displaying signs of tiredness at lunch, and then begins to hit other children, it may be that the inappropriate behaviour does not require a behaviour guidance management plan. Staff/carers may consider

preparing the child's lunch earlier than normally scheduled, which may possibly minimise the risk of the child hitting others.

Policy review

- The service will review the Behaviour Guidance Policy and guidelines every <timeframe>.
- Families are encouraged to collaborate with the service to review the policy and procedures.
- **Staff/carers** are essential stakeholders in the policy review process and will be encouraged to be actively involved.

Procedures

The following are examples of procedures that a service may employ as part of its practices.

Examples:

- Communicating with children, families and staff/carers when a behaviour guidance plan is required.
- Communicating with children, families and staff/carers when a behaviour guidance plan is being implemented and monitored.

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- Documenting and implementing behaviour guidance caregiving strategies and plans.
- Enrolling new children and families into care.
- Employee induction procedure.
- Evaluating and monitoring behaviour guidance strategies and plans.
- Excluding a child from care due to inappropriate behaviours.
- Observing children for a behaviour guidance management plan.
- Orientating and induction procedure for external support agency staff.
- Orientating and settling new children and families into care.
- Policy development and review procedure.
- Procedure for non-compliance of the Behaviour Guidance Policy and procedures by a:
 - child;
 - staff/carer;
 - family member; and
 - student/volunteer.
- Student and volunteer induction procedure.

Measuring tools

The service may further specify tools that assist in measuring the effectiveness of the policy.

Sources and further reading

- Early Childhood Australia Inc. (2007). *The code of ethics*. Retrieved May 2, 2007, from http://www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_australias_code_of_ethics.html
- National Childcare Accreditation Council Inc. (2005). Diversity in programming. *Family Day Care Quality Assurance Factsheet #4*. NSW: Author.
- Porter, L. (2003). *Young children's behaviour: Practical approaches for caregivers and teachers* (2nd ed). NSW: MacLennan & Petty.
- Porter, L. (2006). *Children are people too: A parent's guide to young children's behaviour*. Adelaide: East Street Publications.

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- Stonehouse, A. (2004). *Dimensions: Excellence in many ways*. NSW: National Family Day Care Council of Australia.

- Stonehouse, A., & Gonzalez-Mena, J. (2004). *Making links: A collaborative approach to planning and practice in early childhood services*. NSW: Pademelon Press.
- Tansey, S. (2006). Equity for children and families. *Outside School Hours Care Quality Assurance Factsheet #8*. NSW: National Childcare Accreditation Council Inc.
- The Royal Australasian College of Physicians. (2004). *Physical punishment and discipline (including smacking)*. Retrieved May 2, 2007, from <http://www.racp.edu.au/index.cfm?objectid=A4254F55-2A57-5487-DFE129631BCB4C59>

Useful Websites

- Children, Youth and Women's Health - www.cyh.com.au

Policy created date <date>

Policy review date <date>

Signatures <signatures>·

Reflecting on policy

Written policies and procedures are useful for a number of reasons. Policies can:

- Help familiarise new staff and families with the philosophy and working of the centre
- Ensure decisions about practice are consistent across time and are fair for everyone
- Guide action when a difference of opinion occurs among or between staff, families and management
- Allow staff to plan in advance how to act, rather than make hasty decisions in re

What does your policy say?

- What theories, knowledge or understandings underpin your behaviour guidance policy?
 - How does it reflect your understanding of childhood and how children learn?
 - How does it reflect your understanding of the reasons for 'challenging' behaviour?
 - How does it reflect your understanding of the role of adults in promoting considerate behaviour
 - How does it reflect your understanding of the role of adults in responding to 'challenging' behaviours
- response to a problem We must never forget that the highest appreciation is not to utter words but to live by them'.

(John F. Kennedy)

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Let's name our language

- What language, labels and descriptors are used to describe children and their behaviors that challenge us?
- What are the dangers of talking about children in this way?
- What other ways are possible?

The rights of children

Children have the right to:

- Be heard
- Be treated in ways which uphold their rights
- Be treated in ways which uphold their dignity
- Participate in resolving issues which directly affect them
- Be treated fairly
- Be seen as active citizens of the community
- Feel safe

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Criteria for assessing effectiveness

- The disruption should be less likely to occur
 - The child should learn something positive during the process
 - There must be no unintended emotional side effects on the child
 - Other children must continue to feel safe
 - There must be no harm done to the adult- There must be no harm done to the adult-child relationship
- (Porter 2006)

Origins of inconsiderate behaviour

Primary causes:

- Normal exuberance
- Natural exploration
- Lack of skill
- Loss of self control

Secondary reactions:

Children's reactions against the handling of a previous behaviour, in which case children may:

- Resist
- Rebel
- Retaliate

Exploring different approaches

Controlling Approach Guidance Approach

Children's behaviour can be controlled by outsiders. Children's behaviour is governed by their needs at the time. Disruptions are caused by faulty reward and punishment regimes. Disruptions are triggered by children's internal needs and are reactions against controlling disciplinary Methods. Aims for compliance and obedience. Aims for considerate behaviour. Distrustful of children Balanced view of children. Behavioural mistakes should be punished. Mistakes are inevitable and call for teaching. Adults exercise power as a boss Adult employs expertise as a leader

Skills for guiding children

1. Exercise leadership
2. Consider children's needs
3. Acknowledge considerate behaviour
4. Establish guidelines, not rules
5. Regard behavioural mistakes as natural
6. Resolve problems through communication
7. Teach self control

(Porter, 2003, p24)

Praise versus acknowledgement

Praise:

- Is evaluative and judgmental
- It feeds the child's ideal self, i.e. how they think they should be
- e.g. 'Good boy/girl for helping'

Acknowledgement:

- Is nonjudgmental and non-manipulative
- Is a personal event that doesn't compare children with each other
- e.g. 'Thanks for your help'

What we know about conflict

The major causes of conflicts in group settings with young children were not about object possession but about the negotiation of relationships:

- 50% of conflicts involved children attempting to enter the play of others
- 24% of conflicts were related to the maintenance of on-going interactions
- 14% of conflicts over the possession of objects

(Sims, Hutchins & Taylor, 1996)

(Albert **Questions to consider...**

- Is this typical behaviour of this chronological age or developmental stage?
- Are my expectations appropriate for this child?
- Is my response to the behaviour appropriate for a child at this stage?
- What do I know of this child's and family's circumstances?
- How do my beliefs and knowledge influence my view of children's behaviour?

(KU Children's Services, 2007, p 12)

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More questions to consider...

- What are some possible ways of understanding the child's behaviour?
- What do/might other people say about the behaviour?
- In what ways might I have contributed to the behaviour?
- In what ways might the environment/ program have contributed to the behaviour?
- When is the behaviour occurring? How often? For how long?
- What can I do to prevent it from occurring in the future?
- What is my relationship like with this child? How well do I know them?
- What are the child's strengths, interests and capabilities? How can I build on these on a daily basis?
- When is the behaviour not happening?
- What are the key strengths and resources that we can draw upon to find a solution to this situation?
- When were things better than they are now? What was different then?
- Let's think about a time when we were successful at doing this?
- What have we done that has made a difference?

- Who do we know who has done this successfully? How did they do it? How can we use this knowledge in our situation?
- What options do we think will work best for us in this situation?

Still more questions to consider...

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Session debrief

- What is something that has really struck you during the session?
- What is one thing you will do, or continue to do, when you return to work?