

Edgeworth Child Care Centre Inc.

Guiding Children's Behaviour Policy

Aim

At Edgeworth Child Care Centre, we will provide a secure, loving and stimulating environment which encourages children to co-operate enhances their self-esteem and encourages their ability to interact with others, where acceptable behaviour is promoted and any recriminations are kept to a minimum. Where a child continues to behave in an unacceptable manner, parents/guardians will be consulted and asked to work with the educators/staff to ensure appropriate behavior guidance techniques are consistent and clear.

Legislative Requirements

Education and Care Services National Regulation 2011
Education and Care Services National Law Act 2010
National Quality Standards 2011
Children and Young Person (Care and Protection) Act 1998

Who is affected by this policy?

Children
Parents
Educators
Management

Implementation

Educators/staff by using a positive approach in behavior guidance will recognise why a child behaves in a certain way and will encourage more acceptable forms of behaviour.

At Edgeworth Child Care Centre, we encourage positive, co-operative behaviour through:

- Establishing trust and confidence between adult and child.
- Considering the stage of development of each child.
- Considering the interests, concerns and abilities of the individual child.
- Showing sensitivity to the child's background and current home situations.
- Examining the reason behind the behaviour.
- Getting down to the child's level to establish and maintain eye contact.
- Using language that is positive, clear and developmentally appropriate for the child in question.
- Being consistent with behaviour expectations.
- Setting limits and reminding children of them regularly or whenever necessary.
- Involving the children in the setting of limits and explaining as to why a certain type of behaviour is unacceptable eg: other children's and educators' safety.
- Encouraging the children to show sympathy for children experiencing difficulties.
- Guidance and discipline to encourage individuality and confidence of children to enhance their self-esteem.
- Offering the children clear alternatives to help them develop their ability to make decisions and direct themselves.
- Positive modelling by educators/staff 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.

- Discussing with parents/guardians the Behaviour Management Policy and seek their assistance for solutions should the need arise.

THE USE OF PHYSICAL FORCE, EMBARRASSMENT, SARCASM OR PROLONGED PUNISHMENT IS NEVER PRACTISED.

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" I will have to". Lowering your voice gains attention. Shouting may scare the child.
- Allow time for the child to comply with the request.
- Be clear about the consequences for the child, e.g. removal from situations, help clean up the "mess".
- Follow through with consequences!
- If it becomes necessary, Educators/Staff 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.

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

ANTI-SOCIAL/PHYSICAL BEHAVIOURS

Educators/Staff 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 playdough 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 etc.

Always look for reasons behind inappropriate behaviours and address the issues as a part of further planning (eg. 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:

- Discuss problems with Educators/Staff - where appropriate (confidentiality is observed).
- Written methods are implemented.
- Difficulties are discussed with parents/guardians, to discuss appropriate strategies.
- Early Intervention Professionals are consulted with parent/guardian permission.
- Educators/Staff to implement program directives from Early Intervention.
- Other professionals and support groups to be consulted where necessary.

GUIDELINES FOR DIRECTOR INTERVENTION

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

- The child's parents/guardian will be continually informed of the incidents.
- A time will be made where it is appropriate for the child's educator and parents/guardians to discuss the issues.
- A behaviour management program will be implemented and carried out by Educators/Staff and parents/guardians. External help may be sought if necessary.
- This program will be continually evaluated by Educators/Staff, Director and parents/guardians.
- If the behaviour does not appear to be improving the Director may refer the parents/guardians to a support network (e.g. Inclusion Support Unit etc.)
- It may be necessary for the parent/guardian/authorised nominee to collect their child early if other children or educators/staff are put at risk of harm.
- If after a reasonable period of time the child's behaviour is not improving, the Director and educators/staff will consult with parent/guardians in supporting them to find a more appropriate service.

The Approved Provider/Nominated Supervisor will ensure that this policy is maintained and implemented at all times.

Sources

Education and Care Services National Regulation 2011

Education and Care Services National Law Act 2010

Guide to the National Quality Standard 2011

Children's and Young Persons (Care and Protection) Act 1998 www.kids.nsw.gov.au

Retrieved 26 10 16

Raising Children Network www.raisingchildren.net.au Retrieved 26 10 16

Early Childhood Australia www.earlychildhoodaustralia.org.au Retrieved 26 10 16

Review

The policy will be reviewed annually. Review will be conducted by management, employees, parents and any interested parties.

Reviewed: 26 October 2016

Date for next review: October 2017

The Behaviour Management Flow Chart

