

	Kingston Beach Educational Care
Effective: April 2014 Next Review: April 2015	Behaviour Guidance

POLICY STATEMENT:

At Kingston Beach Educational Care we believe that every child has a right to a secure and safe environment where he/she can play and learn without fear and inhibitions. Educators use appropriate strategies to guide and support children to recognise, manage and reflect on their behaviours and express their emotions in positive, non-threatening and productive ways.

Aims:

We aim to ensure that we:

1. Provide an environment that is safe, secure, respectful, trusting, responsive and consistent for all children
2. Role model appropriate behaviour
3. Provide the children with a positive atmosphere and establish opportunities for recognising and reinforcing appropriate behaviour
4. Always guide children's behaviour in a positive way, encouraging the child to make decisions and resolve conflict
5. Inform parent/guardian/s of any difficulties encountered with a child's behaviour, and educators will work in partnership with families to develop strategies for inappropriate behaviour
6. The environment and planning is structured to minimise conflict

Principles:

Educators need to ensure all children are respected, safe and their rights are protected. In a child care setting there are acceptable and unacceptable behaviours and it is vital to guide these behaviours in a positive manner that supports each child's development.

Definitions:

Behaviour Guidance

A means of assisting children to self-manage their behaviour in an appropriate way for the individual child and the other children in the environment. Behaviour guidance applies to all forms of behaviour, not only behaviours labelled as 'negative'.

Behaviour Management Plan

A plan that documents strategies to assist an educator in guiding a child with behavioural difficulties. Can also be used to encourage and support behavioural change. The plan is developed in consultation with educators, families, Co-Director's and other professional support agencies where applicable.

PROCEDURES:

Positively Guiding Inappropriate Behaviour

When children have behaved inappropriately e.g. snatching, pushing, hitting, kicking, spitting, disrespecting property, the following procedure will be used

1. Remind the child of the acceptable behaviour, explain why the behaviour is inappropriate using age appropriate language, and discuss the effect/s that the behaviour has on others.
2. If the behaviour is repeated then redirect the child to engage in another experience and remind them again of the effect the behaviour is having on others in the environment, and/or the room limits
3. If the behaviour occurs again direct the child to a quiet area which provides personal space and give the child opportunity to have some 'time with' an educator away from the children engaging in play.
4. Educators will use "We or Us messages" to talk about the consequences of the child's behaviour e.g.

"When you use your outside voice in here, it is hard for us to concentrate on our art work"

"We need to use our safe hands with each other so that nobody gets hurt"
5. If the behaviour continues to be of concern, document incidents to identify behaviour patterns and increase awareness of triggers and continue to collaborate with educators and families for consistency.
6. If the behaviour continues, educators must discuss this with parent/guardian/s, asking what strategies they use at home and remembering that consistency is vital. A **Behaviour Management Plan** may be required to ensure all educators working with the individual child are aware of the agreed strategies for implementation.
7. Educators should provide parents with resources to further their understanding of the child's development and behaviour if requested.
8. Educators will seek assistance from outside support services if necessary, including, but not limited to, KBEC's Inclusion Support Facilitator.

Roles and Responsibilities:

Employees:

- Ensure all children feel safe, secure and supported.
- Trust and respect all children in our care as unique and special, and recognise that each child's behaviour is an expression of feelings or an attempt to meet immediate or underlying needs.
- Give consistent, clear messages to the children about their behavioural expectations, to ensure the children are not confused by differing approaches.
- Use the positive language that is set out in this policy.
- Be sensitive to the child as a whole. Understand that many factors influence behaviour. These may be due to health, family or emotional factors.
- Remain open minded and objective when dealing with behaviour of children in our care.
- If inappropriate behaviour continues, re-direct children to other experiences that they can engage in and explain the behaviour that is expected of them.
- Talk to the child about feelings and consequences of their behaviour.
- Focus on the inappropriate behaviour, not the child. Avoid making the child feel frightened, ashamed, embarrassed or insecure to protect the child's feelings of self-worth.
- Present as good role models of appropriate behaviour.
- Become familiar with stages of child development to ensure reasonable behavioural expectations. Some child behaviour may be displeasing for adults, but should be acceptable and age appropriate E.g. Toddlers find it difficult to 'share' or take into account other's feelings.
- Maintain consistency with rules and responsibilities at all times and support each other.
- Involve older children in setting their own limits.
- Set up an environment minimising behaviour problems by ensuring adequate developmentally appropriate activities and equipment are offered to the children.
- Provide an environment which by guiding behaviour positively the child will feel safe and secure and know their limits.

- Ensure supervision is maintained at all times to detect situations that may cause behaviour problems.
- At all times use positive methods such as positive reinforcement and role modelling to promote acceptable behaviour from children. Educators will not "yell" or use words "naughty", "bad", "horrible" etc. when speaking to a child.
- Recognise our own limitations and seek support when they feel unable to deal with a specific situation. This will not be looked upon as a sign of weakness but as a sign of professional strength and honesty.
- Individual cases may be discussed with other educators to share strategies. These strategies will be shared with the staff team to ensure consistency when addressing behaviour.

Co-Director's:

- Ensure this policy is promoted and upheld throughout the service at all times.
- Provide information and support to educators in relation to positively guiding behaviour and behavioural difficulties in the early years.
- Assist educators, where necessary, with the development of Behaviour Management Plans, including strategies for implementation.
- Provide assistance and support to educators on the floor as required.
- Work collaboratively with educators, families and relevant support services when addressing behavioural concerns.
- Maintain partnerships with Inclusion Support Facilitator and other support agencies to ensure the best outcomes for children.
- Organise training sessions as deemed necessary to promote effective behaviour guidance and inclusive practices.

Families:

- To collaborate with Educators, Co-Directors and Support Services to address any concerning behaviours affecting the individual child and/or their peers in the service environment.

National Quality Framework:

QA1	1.1.5	Every child is supported to participate in the program
	1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation

QA2	2.3.1	Children are adequately supervised at all times
	2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury

QA5	5.1.1	Interactions with each child are warm, responsive and build trusting relationships
	5.1.3	Each child is supported to feel secure, confident and included
	5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities
	5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts
	5.2.3	The dignity and rights of every child are maintained at all times

QA6	6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing
	6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing
	6.3.1	Links with relevant community and support agencies are established and maintained
	6.3.3	Access to inclusion and support assistance is facilitated

National Regulations:

Regs	155	Interactions with children
	156	Relationships in groups

National Law:

Law	166	Offence to use inappropriate discipline
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Early Years Learning Framework:

LO1	Provide children with strategies to make informed choices about their behaviour
	Mediate and assist children to negotiate their rights in relation to the others
	acknowledge each child's uniqueness in positive ways
	spend time interacting and conversing with each child
	model explicit communication strategies to support children to initiate interactions and join in play and social experiences in ways that sustain productive relationships with other children
	acknowledge children's complex relationships and sensitively intervene in ways that promote consideration of alternative perspectives and social inclusion

Sources:

Education and Care Services National Regulations 2011

Education and Care Services National Law Act 2010

National Quality Standard

Early Years Learning Framework

www.aussiechildcarenetwork.com – Behaviour Management In Childcare

Related policies:

Interactions with Children