

# GUIDING CHILDREN'S BEHAVIOUR POLICY



## Quality Area 5: Relationships with Children

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.

## Quality Area 2: Children's health and safety

## Quality Area 6: Collaborative partnerships with families and communities

## Quality Area 7: Leadership and Service Management

## RELATIONSHIPS WITH CHILDREN AND BEHAVIOUR

Educators will give all 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.

- Children will begin to learn to respect the rights and needs of others by foreseeing the outcome of their behaviour and the consequences of their behaviour. Children will be given positive guidance towards acceptable behaviour so they learn what to do instead of what not to do.
- Educators will encourage the individual social development in each child. All children will be encouraged to co-operate positively with others. We strive to develop in children self-control and an understanding of the feelings of others.
- Praise will be given freely for positive behaviour, allowing children to develop self-discipline, a respect for others, and for property. It is important that children understand what acceptable and unacceptable behaviour is.
- We need to prepare children to know how to behave in an acceptable manner in everyday life situations so that they may develop self-respect and tolerance. If a child hurts another child, they will be encouraged to assist the hurt child to feel better, whether that be to apologise or to help hold the ice pack with adult guidance.
- Children need to develop awareness of how their actions impact on others and on others feelings. Educators will encourage children's emotional development, and children will also be assisted in understanding how their own feelings are an indicator to them of the acceptability of their own behaviour.
- The feelings of others will be discussed with the children throughout the curriculum to help children to understand the consequences of their actions.

# GUIDING CHILDREN'S BEHAVIOUR POLICY



- Children will be encouraged to use their words rather than actions to resolve conflicts and strengthen communication and enrich the environment with effective verbal communication. Children are encouraged to:
  - Greet others when they arrive and depart from the Centre
  - Share Centre owned toys and games
  - Tidy up after an activity is finished
  - Say 'please' and 'thank you'
  - Say 'I'm sorry' or to act in a way that indicates a sense of empathy, for example giving a cuddle after behaving in an unacceptable manner towards another person
  - Wait their turn for an appropriate period of time depending on age and development.
  
- Educators will use positive guidance through redirection. In the instance of undesirable behaviour being continually observed, Educators will evaluate their program, room set up, supervision etc. in terms of whether or not these aspects are a cause of such behaviour and if so make appropriate changes in consultation with one another.
  
- Educators will role model appropriate behaviour and language, encouraging children to socialise with children of different cultural backgrounds as well as from different age groups and different sexes.
  
- “Time with” an adult will be used when all other strategies (above) have been exhausted and no positive response was forthcoming. “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.
  
- Behaviour management will always take into account the past experiences of the child or young person as he or she may be responding to 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.
  
- Behaviour management will be sensitive to these earlier experiences and plans should include strategies that will facilitate alternative and positive behaviour.
  
- All behaviour management will be appropriate to the child or young person’s age and developmental capacity.
  
- Behaviour management will always emphasise positive approaches and prohibit cruel, harsh, humiliating or degrading actions.

# GUIDING CHILDREN'S BEHAVIOUR POLICY



- Families will be informed of behaviour management as it occurs with their child, this includes; the highs and the lows in the day. With the help of the parents, the Educators will develop a broader understanding of the child's developmental level, the child's family, the parent's feelings, and any recent events, which may be influencing the child's behaviour, such as teething.
- Educators will consult with industry professionals to support the child within the service and implement techniques within the program to benefit all. Educators will commit to in-service training and industry information regarding behaviour management.
- Whilst we are committed to the care and protection of the children and abide fully by the guidelines set down by the appropriate 'Acts' and Department of Family and Community Services, it sometimes becomes necessary to physically re-direct a child who may be causing or about to cause harm to himself or herself, another child or adult. Such incidents can include a child who is kicking, spitting, biting, throwing furniture or toys, punching or hitting. It may also include an incident where a child places itself in a dangerous situation, for example, climbing a fence or hiding under furniture. In all of these incidents 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. The Educator will gently physically re-direct or lift the child with both hands under the supervision of another Educator.
- In an instance where this action has been necessary, the child's parent will be informed in writing and a copy kept on file.
- Where a similar incidence occurs three times the child's parents and Educators will meet to discuss the issue and create a plan of action to support the child in the environment.
- Exchange of information between Educators and families on the subject of behaviour management is encouraged both on an informal and more formal basis, such as parent interviews and through newsletters.
- When a Behaviour Management Plan has been developed, Educators will be adequately briefed, trained and supervised to implement such a plan ensuring that information is collected and recorded for evaluation and reflection on its effectiveness for the child.

This policy has been made with consideration of the Children and Young Persons (Care and Protection) Act 1998 (the Act), and the United Nations Convention on the Rights of the Child (1989), together with the Children and Young Persons (Care and Protection) Regulation 2000 (the Regulation) and Children Legislation Amendment (Wood Recommendations) Act 2009.

Policy due for review – May 2017

Guiding Children's Behaviour Policy

Policy Number: QA5-002

Date Reviewed: Sept 2016

Reviewed By: M. Committee

Woodlupine Family Centre 3 year old Kindy, 88 Hale Road Forrestfield WA 6058

Page 3 of 3

Please note that hard copies are uncontrolled documents and may not be current. Check with Centre for current policies.