



## Positive Guidance of Child Behaviour Policy

### EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures
174	Time to notify certain circumstances to Regulatory Authority
175	Prescribed information to be notified to Regulatory Authority

### NATIONAL QUALITY STANDARD (NQS)

5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.

### EARLY YEARS LEARNING FRAMEWORK

1.1	Children feel safe, secure, and supported.
1.2	Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.
1.3	Children develop knowledgeable and confident self-identities.
1.4	Children learn to interact in relation to others with care, empathy and respect.

### LINKS TO OTHER POLICIES

Child Safe Environment Policy

Supervision Policy

Staffing Arrangements Policy

Enrolment Policy
Privacy and Confidentiality Policy
Anti-Bias and Inclusion Policy
Educational Program Policy
Family Communication Policy
Incident, Illness, Accident and Trauma Policy
Interaction with Children, Family and Staff Policy
Medical Conditions Policy
Privacy and Confidentiality Policy
Respect for Children Policy

## BACKGROUND

The Education and Care Services National Regulations states that the right for children to receive positive guidance and encouragement in a supportive and respectful environment is promoted. Children will face a variety of challenges throughout their lives and need to develop not only self-regulation, but positive dispositions such as resilience and perseverance. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments when interacting with peers and adults.

## PURPOSE

We aim to create strong and positive relationships with children by helping them to feel safe, secure, and supported within our Service. We will ensure children are treated fairly and equitably and with Christian care and respect, as they are guided to develop the skills and understanding required to behave in a socially and culturally appropriate manner.

Supporting children to develop socially acceptable behaviour and self-regulation is a major goal for educators and families. This is strongly embedded in our Service Christian Philosophy and in fundamental documents including the Early Years Learning Framework (EYLF), Queensland Kindergarten Learning Guideline (QKLG) Education and Care Services National Regulations, and the National Quality Standard (NQS).

## SCOPE

Children, parents, and employees, including full-time, part-time, permanent, fixed term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements.

## STRATEGIES AND PRACTICES

### Implementation

The behaviour and guidance strategies adopted by staff and educators at our Service are designed to provide children with the opportunity to develop their experiences of life in a productive, safe environment that allows individuals the right to safety, self-expression, cultural identity, dignity and

the worth of the individual.

Educators understand that children grow and develop, self-regulation becomes an important aspect of social and emotional development as the begin to understand how their actions affect others. We believe in providing boundaries as part of a caring and trusting relationship with children and families to help them feel secure and self-confident. Children benefit from knowing that their environment is stable and that a competent adult is taking care of them.

Educators and staff at our Service will role model appropriate language and behaviour, encouraging children to socialise with other children, including children of different cultural backgrounds, age groups, development, and genders.

Behaviour guidance strategies implemented within our service are suitable to the child's age and developmental capacity. Children are encouraged to make decisions for themselves and are provided with opportunities for independence and self-regulation. Children are given the opportunity to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else. They are acknowledged when they make positive choices in managing their behaviour.

Strategies used to support children are visual cues, prompting, redirection, re-teaching strategies, developing logical consequences and conferences with children. In the instance of undesirable behaviour being continually observed, educators will evaluate their program, room set up, routines and supervision to identify triggers and sources of inappropriate or challenging behaviour. These behaviours will also be documented.

Regular routines and consistency in implementing behaviour guidance strategies are crucial to supporting and promoting children's wellbeing and agency. All staff will implement an effective and positive approach to guiding children's behaviour.

It is our desire that all children will respect:

**God** – through our words and actions

**Self** – in the way that we speak and the things we do

**Others** – by doing to others as you would have them do to you

**Property** – looking after God's creation, our service, and the belongings we have.

**Therefore, staff should:**

- set clear, consistent limits for children's behaviour
- develop these limits (or rules) in consultation with the children where appropriate to their age
- give simple explanations when setting limits so children know why the limits have been set
- give children positive feedback for "appropriate" ignoring if possible "inappropriate" behaviour
- use specific language or use visual cues to describe "appropriate" behaviour
- give children, particularly those that have behavioural issues, many opportunities to engage in successful, positive experiences
- give children choices, whenever possible
- set up the learning environment to minimise difficulties by eliminating the situations and

physical set-ups that are known to encourage inappropriate behaviours

- be aware of possible problems and try to prevent inappropriate behaviours before they happen
- be sensitive to the whole child, bearing in mind that many factors influence behaviour
- use strategies, which are appropriate to the differing individual and developmental levels among children.

**When dealing with inappropriate behaviour, staff should:**

- If the situation involves a victim and an aggressor, staff should attend to the victim first and then speak with the aggressor
- Express their disapproval of the behaviour in a calm and clear manner e.g. "I cannot allow you to hit other children"
- Encourage both parties to express their feelings about the situation, "I feel very angry that you knocked down my castle."
- Use strategies which enhance children's self-esteem rather than ones that make them feel ashamed, frightened, stupid, or bad about themselves
- Document all repeated incidents, plans of action, and evaluations from educators.

***Remember that it is the behaviour, not the child, that is inappropriate. Therefore:***

- Avoid using derogatory or generalised expressions like "naughty", "silly", or "stupid" when referring to a child or their behaviour and describe the specific behaviour in question e.g. Say for example "*Amy, it hurts Matthew and he is sad when you hit him.*";
- Use positive terms to tell a child what you want them to do, rather than negative ones that tell them what you don't want them to do for e.g. "Sit on the chair please," rather than "Don't stand on the chair";
- Behave in a calm and rational manner
- Speak with a gentle but firm tone
- Use strategies, which help children to learn to deal with their own problems
- Re-direct the child and help them to become involved in other constructive activities which may change their behaviour
- **NEVER** use corporal punishment to discipline children.

**Consistent Inappropriate Behaviour**

In situations where children engage in an on-going pattern of inappropriate behaviour, staff should:

- Observe the child over a period of several days, and document, to determine when, where any why the behaviour is occurring.
- Talk to parents and use other strategies to try to determine why the behaviour is occurring.
- Brainstorm ideas, in consultation with the parents and staff, and come up with a written Behavioural Management Plan for dealing with the behaviour.
- Ensure that all staff are aware of the plan and are consistently putting the plan into action.
- Ask the parents to follow-up by using similar strategies at home.
- Evaluate the effectiveness of the plan and make changes where appropriate.

**In our service we will NOT tolerate the following behaviour by children:**

**Verbal Abuse:**

- Swearing
- Spitting
- Disrespectful words

**Bodily Harm and Physical Abuse:**

- Biting (see Appendix A)
- Hitting
- Punching
- Kicking
- Urinating on others
- Spitting
- Pinching
- Scratching

**Inappropriate Behaviour:**

- Kissing on lips
- Touching private body parts
- Showing private body parts
- Urinating in places other than the toilet

**Where a child's behaviour is seen as serious, the Service Leader or Educator will call the parents and ask them to come and collect the child.**

When a child engages in inappropriate behaviour the following procedure will be followed, but with discretion:

**Step 1.** A verbal warning will be given by staff.

**Step 2.** Thinking or reflection time strategies will be decided by staff.

**Step 3.** Removed from the room or playground.

**Step 4.** Parents will be informed verbally and will be required to sign the incident form.

**Consequences of Continuing Inappropriate Behaviour**

If inappropriate behaviour continues then parents/caregiver will be requested to come in for a meeting with the Service leader or Nominated Supervisor to discuss the incidents involved and to work together on strategies to stop the behaviour. A Behavioural Management Plan will be designed and implemented for the child.

If the inappropriate behaviour continues, the parent/caregiver will be contacted to come and collect the child and a home suspension of one day will take place.

If the inappropriate behaviour continues, the parent/caregiver will be contacted to come and collect the child and a home suspension of 4 further days will take place. At this point the Service Leader/Teacher will meet with the Project Officer – Early Childhood to determine whether that

child's enrolment at the service should be terminated. Full fees will be applied where children are suspended.

Applications through the Inclusion Support Program will be made for additional support for educators to build their capacity and capabilities to include children with additional needs

A Strategic Inclusion Plan (SIP) is developed and guided by KU Children's Services; Inclusion support QLD as needed for individual children

The SIP is reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan and any professional development will be provided.

### **Compliance and Monitoring**

In accordance with its responsibilities, the service will undertake the following compliance and monitoring activities:

- keep up to date and accurate records of children's enrolment
- keep up to date and accurate records of qualifications of employees and conditions of employment
- document advice given to parents and employees; and
- comply with requests by Department of Education as the regulatory body.

In line with the *Education and Care Service National Regulations*, the Service will ensure that:

- copies of this policy and any related procedures are readily accessible and available for inspection by the Nominated Supervisor, employees, and families
- parents of children enrolled at the service are notified at least 14 days before the service makes any change to a policy or procedure that may have a significant impact on the service's provision of education and care to any child enrolled at the service or the family's ability to utilise the service
- notification will be made to the regulatory authority within the legislated time frames of any circumstance that poses a risk to the health, safety and wellbeing of a child or children, or of any complaint alleging that a serious incident has occurred at the service
- professional development will be provided for educators to be trained and informed with guiding children's behaviour.

## **GUIDE TO MANAGING CHILDREN WHO BITE OTHER CHILDREN**

Biting is an almost inevitable part of life for young children.

Children explore their world with their mouth and biting is a natural extension of that process.

For children under 3 years the urge to bite arises this natural curiosity and can also be linked to feelings of stress, frustration, or excitement.

### **Educators will manage biting behaviour by:**

- thorough supervision of children
- a calm and patient approach

- not giving a reaction when a child has bitten another child
- try to determine what triggers the biting
- planning the activities, including encouragement of sharing of toys, to reduce frustration
- consistent reactions of disapproval to the act of biting
- mouthing resources for children to bite on.

#### **Educators' management of a biting incident:**

- place the child in a situation where biting cannot continue
- administer first aid to the child who has been bitten by applying a cold compress while the child is being comforted
- encourage the biter to show empathy to the child for who has been bitten
- complete an incident report for the child who has bitten, and an accident report for the child who has been bitten
- discuss with the biter's parents/carer the strategies being put in place to prevent further incidents
- document prevention strategies with the incident report of the child who has bitten.
- **under no circumstances** will educators inform parents of the name of the other child involved in the incident
- if necessary, put in place a Behaviour Management Plan.

### **RESPONSIBILITIES TO PARENTS**

- to inform the service of any concerns they have with their child's behaviour
- to contribute to the inclusion, learning and wellbeing of their child in the service
- to provide the service with up-to-date information on their child and on any external circumstances affecting the child
- to collaborate with educators in establishing any behaviour guidance plan required
- to seek professional help for their child when recommended by the service
- to read, understand and adhere to this Policy
- create consistency in behaviour guidance strategies used at the service and at home

### **RESPONSIBILITIES TO CHILDREN**

- know they are valued, respected and that they can have their opinions heard by a supportive adult
- be supported by providing acceptable alternative behaviours when challenging behaviour occurs
- learn to respect the rights and needs of others by anticipating the result and consequences of their behaviour appropriate to their age and to their developmental stage.
- be given positive guidance towards understanding the difference between acceptable behaviour and unacceptable behaviour looks, feels, and sounds like in the early learning setting

- gradually develop an understanding of their actions and how their behaviour impacts on others
- be encouraged to use their words rather than actions to resolve conflicts
- build on strengthening their communication skills through:
  - greeting others when they arrive and depart from the Service
  - sharing resources
  - assisting when it is time to pack away the indoor and outdoor environment
  - using manners such as *'please'* and *'thank-you'*
- learn to wait for their turn for an appropriate period of time- this will depend on age and development level
- learn about the feelings of others throughout the program to assist children to understand the consequences of their actions.
- be encouraged to engage in cooperative and pro-social behaviour and express their feelings and responses to others' behaviour confidently and constructively, including challenging the behaviour of other children when it is disrespectful or unfair.

### POLICY REVIEW

The Service encourages staff and parents to be actively involved in the annual review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they occur, and any issues identified as part the commitment to quality improvement.

### SOURCE

- Early Childhood Australia Code of Ethics. (2016).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).
- Guide to the National Quality Standard. (2020).
- Revised National Quality Standard. (2018).
- Education and Care Services National Law Act. (2010).
- Education and Care Services National Regulations. (2011).
- Queensland Kindergarten Funding Scheme: Funding requirements. (2020).
- Childcare Centre Desktop. (2020)

### REVIEW

POLICY REVIEWED	June 2020	NEXT REVIEW DATE	June 2022
MODIFICATIONS	New logo and format		