

Positive Guidance of Children's Behaviour Policy:



Noarlunga Community Childrens Centres

Aim

The Centre will provide a safe, secure, caring and stimulating environment which encourages children to cooperate in order to enhance their self-esteem and encourage their abilities to positively interact with others, and 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 staff members to ensure behaviour guidance techniques are consistent and clear.

Legislative Requirements

Federal

United Nations Convention on the Rights of a Child , National Childcare Accreditation Council

SA

Child Protection Act 1993

Children's Protection Regulations 2006

Occupational Health, Safety and Welfare (SafeWork SA) Amendment Act 2005

Who is affected by this policy?

Children, Family, Staff and Management.

Implementation

Staff members, by using a positive approach in guidance will recognise why a child behaves in a certain way and encourage more acceptable form of behaviour.

AT NOARLUNGA COMMUNITY CHILDRENS CENTRES WE ENCOURAGE POSITIVE, CO-OPERATIVE BEHAVIOUR THROUGH:

- Establishing trust and confidence between adults and children.
- 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 that suggested a need for disciplinary action.
- 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 of such limits regularly or whenever necessary.
- Involving the children in the setting of limits and explaining as to why a certain type of behaviour is unacceptable. E.g.: other children and staff member safety.
- Encouraging the children to show sympathy for children experiencing difficulties.
- Guidance to encourage individuality and confidence of children so as 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 adults. 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 the behaviour management policy and seek their assistance for solutions should the need arise.

THE USE OF PHYSICAL FORCE, EMBARRASSMENT, SARCASM, 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. 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.
- Follow through with consequences!
- If it becomes necessary, 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 Director aware of on-going situations; keep a written record of continuing incidents.

ANTI-SOCIAL: PHYSICAL BEHAVIOURS

Staff members 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 play dough 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 aggressive behaviours and address the issues as a part of further planning (e.g. 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.)

Biting- when this issue has been identified as a continuing centre issue - refer to specific biting policy.

WHEN MANAGEMENT IS NOT WORKING:

- Discuss problems with staff - where appropriate (confidentiality is observed).
- Written methods are implemented.
- Difficulties are discussed with parents, to discuss appropriate strategies.
- Early Intervention professionals are consulted with parental permission.
- 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 staff's health at risk, then the following procedures will be followed:

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

Sources

Early Childhood Australia Inc. (2007). *The code of ethics*. Retrieved April 23, 2010, from http://www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_australias_code_of_ethics.html

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The Royal Australasian College of Physicians. (2004). *Physical punishment and discipline (including smacking)*. Retrieved April 23, 2010, from <http://www.racp.edu.au/index.cfm?objectid=A4254F55-2A57-5487-DFE129631BCB4C59>

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Review

The policy will be reviewed bi-annually.

The review will be conducted by: Management, Employees, Families and Interested Parties

Reviewed: March 2011

Date for next review March 2013