

# HACKHAM WEST CHILDREN'S CENTRE

## 5.2 SUPPORTING POSITIVE BEHAVIOUR

### AIM

*The aim of this policy is to provide positive guidance for all children attending the centre. We believe that positive guidance will assist in creating a positive, safe and respectful environment where children feel safe and respected and free from bullying.*

### PHILOSOPHICAL PERSPECTIVE

The centre's positive behaviour guidance policy is based on the belief that children need to be respected, as well as respect themselves, others and their environment

### PROCEDURE

The educators and professionals will work as a team to develop boundaries that support positive behaviour in all children ensuring consideration of cultural backgrounds and additional needs. Strategies will include children being given the opportunity to:

- Learn to interact in relation to others with care empathy and respect as they develop their sense of identity.
- Develop a sense of belonging, fairness and respect for diversity and their environment.
- Have a strong sense of social, emotional wellbeing and security
- Develop a range of skills and processes such as problem solving and regulating their own behaviour.
- Be effective communicators expressing ideas and feelings positively in verbal and non verbal interactions.

### POSITIVE GUIDANCE STRATEGIES.

Behaviour management is carried out in a positive way.

- It is the behaviour that is rejected, not the child.
- 'being with' procedure will be used rather than 'time out'.

Educators will use pro-active rather than reactive procedures.

- Where possible Educators will become aware of potential problem situations, plan alternative activities and redirect children before problems occur.
- Educators, parents/guardians and children will establish a set of simple consistent guidelines and strategies to meet the child's individual needs.
- Educators will set up an environment that is engaging and promotes positive interaction between children.
- Educators will develop positive connections with the children eg. "Being there" using positive reinforcement and where possible Educators will redirect or ignore less desirable behaviour. Educators will encourage children to take responsibility for their own behaviour eg. cleaning up flicked paint.
- By adding an additional toy or removing a toy which is being argued over
- Encouraging the child to think of a different way to solve the problem
- Guiding cooperative behaviour, eg taking the child's hand and helping him/her to pick up the block
- By ensuring immediate attention is given to children who have been hurt in preference to those who have inflicted the hurt

Educators will model acceptable behaviours and language by:

- Using inclusive language that is calm and respectful. eg. Recognise your "shark music"  
(Shark music involves painful feelings and memories that may emerge from past experiences that may influence our responses and state of mind. Martin, Cooper, Hoffmann & Powell, 2001, Ref TtLG Program Manual, pg 106)

- Using non-violent behaviour (discouraging guns, other weapons and violent play)
- Wearing hats outside
- Using manners such as 'please' and 'thank you'
- Ensuring they act politely when interacting with each other, with parents, children, students and visitors
- Apologising and explaining if they make a mistake or use unacceptable behaviour and language
- Avoiding sarcasm
- Respect children's emotions and take time to find the cause of the emotion
- Express instructions using positive language eg 'Please walk inside' rather than 'don't run'
- Encourage the children to use anti-victim language, such as 'I don't like it when you hit me, it hurts' or 'please stop, it hurts when you hit me'
- Focussing on the underlying cause of the child's behaviour rather than just the behaviour.
- Discuss the behaviour eg 'hitting hurts. "Joe" is crying because his arm is sore where it was hit'.

Educators will not:

- Use words which label a child as naughty
- Use any physical or humiliating punishment
- Talk negatively especially about children and families in front of other children, families etc.
- Influence others to have a negative picture of the child by labelling the child on his/her behaviour

Although we do not use the word "bullying" through the above positive strategies, we are discouraging any form of bullying.

#### EVALUATION:

The aim is being met when children and adults:

- create a happy, calm and safe & secure environment
- confidently explore their environment, within agreed boundaries
- demonstrate an understanding of acceptable behaviour
- show respect for each others safety and belongings
- have empathy for others.

NEXT REVIEW: March 2013

#### SOURCES:

- DECS Reflect, Respect, Relate 2008
- Martin, Cooper, Hoffmann & Powell, 2001, Ref TtLG Program Manual
- Cooper, Hoffman and Powell, 2009 Circle of Security, Circle of Security Parenting, A Relationship Based Parenting Program.
- Belonging, being and becoming. 2009