

Interactions with Children – Behaviour Guidance Policy and Procedure

As educators we believe:

- Children have the same rights as adults.
- Families, staff and educators will guide children to recognise, manage and learn from their behaviours and express their emotions in positive and productive ways.
- The use of physical punishment¹ by any adult is not acceptable under any circumstances.
- The use of isolation, humiliation, intimidation or negative labelling by any adult as a behaviour guidance strategy is not acceptable under any circumstances.
- Children need to have their feelings acknowledged and accepted, and to be able to express their emotions appropriately. Emotional regulation is learned through sensitive adult child interactions.
- Cultural, religious and racial diversity needs to be embraced and respected.
- Children need to have consistent expectations in order to build positive behaviour and learn to regulate their emotions and behaviour.
- Families need to be involved in determining appropriate strategies for dealing with inappropriate behaviour.
- Families need avenues of support for parenting skills.
- Educators and families need to have access to relevant agencies and professionals to make appropriate decisions in the best interests of the individual child and other children in the child care setting.

As educators we promote positive behaviour and interactions by:

- Gaining a deep understanding of children will help educators choose effective strategies.
- Planning and providing an environment that promotes a sense of belonging and attachment, and is attune to children's emotional needs
- Reflecting on the behaviours of children and evaluating how experiences, interactions and routines have impacted on children's behaviour both positively and negatively, in order to plan positive strategies for all children
- Providing children with opportunities to develop skills in resilience, conflict resolution, independence, entry and exit skills in play and respect for others.
- Discussing with children emotions, feelings and issues of inclusion and exclusion.
- Listening to children when they express their emotions
- Ensuring educators use a calm speaking voice when working with children and use positive verbal and non-verbal guidance.
- Demonstrating appropriate behaviours when interacting with all children.
- Ensuring behavioural expectations are clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way.

¹ For the purpose of this policy, physical punishment includes smacking, hitting, slapping, kicking, pinching, pulling, pushing, shoving or the inappropriate manhandling of a child by an adult.

- Educators will deal with conflicts by encouraging problem solving and by diverting children to more socially appropriate behaviour. This will differ depending on the age and language capacity of the children involved.
- Following developmentally appropriate strategies for guiding behaviour.
- Encouraging children to engage in cooperative play.
- Assisting children to express their feelings confidently and constructively.
- Encouraging children to respectfully challenge other's inappropriate behaviour
- Talking with families about positive ways to promote social behaviour
- Promoting avenues of support for families to access within our centre and also through other agencies

We will respond to challenging behaviours by:

- Talking with children about the outcomes of their actions
- Using a positive approach to build on each child's strengths and achievements.
- If a child is having difficulty showing appropriate behaviour – time will be spent to further investigate the pattern of children's behaviour; parents/caregivers will be invited to share their perceptions of the child and to hear about what educators have noticed. Together parents and educators will agree about some positive approaches to support behaviour change. This may be specifically detailed in a learning plan – to ensure consistency and common understandings between educators and families.
- Children often respond positively when they know that educators and families are communicating and being consistent.
- If concern about children's behaviour continues educators will review the approach ensuring that
 - the expectations of the child's behaviour are realistic
 - the child understands the limits and is getting acknowledgement for positive behaviour
 - there is ongoing communication between the educators and parents
 - the child's learning and developmental needs are being met
 - Strategies are consistently followed by all educators in contact with the child.
- If concern about children's behaviour and social learning persists, the Director and educators will work with families to seek avenues of support from other professional or appropriate agencies.
- Depending on advice and availability of appropriate resources, the Director may discuss alternative care with the parent/guardian. If the family are unwilling or unable to engage in this process – the Director may advise the family that they would not be able to continue care at this service.



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