



Policy 3.1

Behaviour Guidance for all Children

(combines 3.1 and 3.1b Behaviour Guidance for Kindy/School Children)

Two Wells Community Children's Centre is strongly committed to providing a positive learning and caring environment for young children; in which to learn and develop self-esteem, confidence and a sense of belonging.

Every effort will be made to ensure that all interactions within our Centre are respectful, genuine, and caring.

Staff will strive to have the appropriate knowledge to deal with behavioural issues, and behavioural expectations will be developmentally appropriate.

Staff will also endeavour to provide a room and outdoor environment that is uncluttered and tidy, with the room and outside area laid out to allow staff to provide a high level of supervision and still remaining inviting and engaging for all children.

Positive adult behaviour will promote a warm and friendly environment for both children and adults. Staff will always role model appropriate, acceptable behaviour by building on each child's strengths and achievements, to understand the limits of young children's abilities to wait, share, express feelings, and to cope with tiredness and disappointment.

Children will be included in the Centre's behavioural expectations and will be informed of the consequences. Behavioural expectations will be discussed with the children during group and individual times as required.

Such consequences will never include physical, verbal or emotional punishment or any punishment that humiliates or devalues a child. Such consequences will not result in a child being excluded from the main group.

In extreme cases the child may be withdrawn from the situation, and be required to 'think' about safe and/or appropriate behaviour. This will be supervised by staff, and in extreme circumstances the child may be withdrawn from the room. Restraint is only to be used when safety issues are involved.



If conflicts arise, children will be offered the opportunity to modify these behaviours. For example:

Step 1: Behaviour

What is the behaviour that requires modification?

- *kicking*

Step 2: Reaction

What is the reaction or modification of behaviour required?

- *To stop the child from kicking.*

Step 3: Explanation

How is the behaviour explained to the child?

- *Explain to the child that their actions are unacceptable, in words that the child can understand. For example: "Johnny kicking another child is wrong, doing this makes them feel sad and hurt...."*
- *Ask the child what feelings they were having that made them behave inappropriately "Its ok to be mad, it's not ok to be mean"*

Step 4: Redirection

Redirect the child to appropriate behaviour or activity, such as kicking balls outside.

Step 5: Behaviour Logs

Logs are to be filled out for behaviour that harms another child or staff member, or for example, throwing furniture, damaging property

Step 6: Behaviour Management Strategy

After redirection has been tried, staff will attempt or consider a:

Behaviour Management Strategy

- Be aware of all children's behaviour and patterns of behaviour, so that a strategy can be attempted.
- The norms of behaviour are very different for a 2 year old as opposed to a 5 year old. Remember the age of the children and ask yourself:
 - "Am I asking too much of this child?"
 - "Am I asking enough of this child?"
 - "Am I being consistent with the child?"
 - "Why is the child behaving like this?" look deeper into what may be happening in the child's life



- **Techniques to Guide Behaviour**

- **Give choices** to the child to allow positive behaviour avenues for the child. To help relieve the frustration of a perception of “no choices”.
- **Forced Choice** To make sure the child does the behaviour we want; limit the choices given to the child to only two. An example of a forced choice is, "You have two choices; either sit quietly and draw or move to another activity table."
- **Breakdown the requests** into smaller requests to allow the child to understand and be able to cooperate.
- **Start Requests:** Instead of telling the child what to stop doing, tell the child what to start doing. For example, instead of “stop throwing that train, try "Please, hand me that train."
- **Redirection of play:** Redirect the child to appropriate behaviour or activity, such as kicking balls outside
- **Strategies to selectively ignore some behaviour:** At all times ensure that children and staff are safe. Then consider that if by ignoring their behaviour the child will modify their behaviour to meet with a more positive response from those around them.
- **Stop and drop:** Immediately stop the activity where incident is happening and talk with the child to work through the issues and feelings
- **Remove all other children** from the immediate area of the unsafe child or with another staff member safely remove the unsafe child from the area.
- **Split the children** into smaller groups across the building with appropriately allocated staff.
- Regularly handover to another staff member when supporting a child with behaviour issues, so that all staff can have a break.
- **Introduce a quiet time**, play a DVD for 10 mins to change the dynamics of the behaviour.

Staff Situation Evaluation

- Have you had a balance of inside and outside play today?
- How long has the child been in care for today?
- How long have these activities been out for?
- When was the last changeover of activities?
- Have you asked the children what they might like to be doing?
- Is the supervision adequate?
- Are the activities and experiences age appropriate?
- What may be going on in the child's life?

If working through the Behaviour Management Strategy has not modified the child's behaviour then the staff of the Centre will move to step 7.



Step 7: Call the Child's Guardians

The child's guardians will be called, and asked to collect their child from the Centre. Staff will be non-judgmental when discussing a child's behavioural problems with parents, and confidentiality will be maintained. Relevant agencies and/or professional advice will be sought where necessary.

At no time will physical punishment be used in the Centre.
It is the BEHAVIOUR THAT IS REJECTED, NOT THE CHILD.

Restraining a child is only to be implemented when the safety of the child, staff or other children is at risk.

If parents discipline their own child while in the Centre, no form of corporal punishment or unacceptable language will be tolerated. If this does occur, a staff member will remind the parent of this Behaviour Guidance Policy. The incident will also be reported to the Director.

Under NO circumstances, should a parent/siblings/visitors discipline other children.

Step 8: For Ongoing Significant Behaviours (behaviours ongoing over a period of time)

For children who regularly display significant, unsafe (when children or staff are at risk), disruptive behaviour and staff have seen through all of the above strategies and recommendations a Behaviour Care Plan will be put in place. This will take place within a meeting time in conjunction with a staff member, parents and any additional specialists or services involved with the child at the time.

A Behaviour Care Plan will be introduced at this time. Behaviour Care Log's will be presented as evidence of the ongoing disruptive behaviour.

Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group. Conflict or fights between equals, and single incidents are not defined as bullying. All bullying and single incidents are treated on an individual basis and, in ongoing or more challenging situations, an individually tailored behaviour care plan and a behaviour log may be required. These plans will be conducted in a meeting with a staff member, parent and any services or specialists currently involved with the child.

Governing Council Member's Signature: _____

Director's Signature: _____

Two Wells Community Children's Centre's Common Seal

Date Reviewed: August 2017

Next Review Due: August 2019



Sources:

Supporting and Managing Children's Behaviour, an early childhood resource. ISBN 0 7308 7715 9 http://www.decs.sa.gov.au/speced/files/links/link_61315.pdf

Guiding Children's Behaviour in Positive Ways Factsheet 6.
<http://www.ncac.gov.au/factsheets/factsheet6%20.pdf>

National Quality Framework Resource Kit 2011

Guidelines for Education and Care Services

DECD