



## Positive Guidance of Child Behaviour Policy

Regs	155	Interactions with children
	156	Relationships in groups

QA	1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators
	1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events in their world
	5.1.1	Interactions with each child are warm, responsive and build trusting relationships
	5.1.3	Each child is supported to feel secure, confident and included
	5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities
	5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts
	5.2.3	The dignity and the rights of every child are maintained at all times
	6.1.2	Families have opportunities to be involved in the service and contribute to service decisions
	6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing
	6.3.1	Links with relevant community and support agencies are established and maintained
	6.3.3	Access to inclusion and support assistance is facilitated
	7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations
	7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements
	7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly

### Policy statement

- The staff will provide positive guidance to the children in our care that at all times reinforces the rights of individuals and demonstrates the value of understanding, dignity and empathy.
- The use of physical punishment by any adult as a behaviour guidance strategy is not acceptable under any circumstances.
- The use of isolation, humiliation, intimidation or negative labeling by any adult as a behaviour guidance strategy is not acceptable under any circumstances.
- Emphasizes that children are treated with dignity and respect.

- Recognises, values and celebrates that differences and similarities that exist in each person.
- Families and staff should use appropriate strategies to guide children to recognise, manage and learn from their behaviours and express their emotions in a positive non-threatening and productive way.

### **Strategies and practices**

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We need to ensure that the children in our centre experience a consistent and positive approach to discipline. When we discipline children we are aiming to teach them "*what to do and why, why that pleases other people and how to avoid hurting themselves and other children and objects around them.*". We want to help children to develop self-discipline and our objective is to achieve this while maintaining children's individuality and self-esteem. We want to avoid thinking of discipline as punishment and focus instead on helping children to develop self-control and making good choices. We also want to ensure our centre is a safe, harmonious and caring environment.

We aim to provide an environment that enhances optimal learning experiences and development support for every child. 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 centre 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 brief 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 child as a whole, bearing in mind that many factors influence behaviour.
- Use strategies, which are appropriate to the differing individual and developmental stages 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 eg. "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 repeated incidences, plans of action and evaluations in children's observations and the staff communication book in the respective rooms.

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

- Avoid using derogatory or generalised expressions like "naughty", "silly", "stupid", or "nasty" when referring to a child or their behaviour and describe the specific behaviour in question eg. Say for example "Amy, it hurts Matthew and makes him cry 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, 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:

1. Observe the child over a period of several days or weeks to determine when, where and why the behaviour is occurring.
2. Talk to parents and use other strategies to try to determine why the behaviour is occurring.
3. Brainstorm ideas, in consultation with the parents and staff, and come up with strategies for dealing with the behaviour.
4. Ensure that all staff are aware of the strategies and are consistently putting them into action.
5. Ask the parents to follow-up by using similar strategies at home.
6. Evaluate the effectiveness of the strategies and make changes where appropriate.

In our centre we will **NOT** tolerate ongoing or increasing behaviour for the following:

**Verbal Abuse:**

- Swearing
- Spitting
- Disrespectful words

**Bodily Harm and physical Abuse:**

- Biting
- 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 Director 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:

**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.

**If inappropriate behaviour continues then parents/caregiver will be asked to meet with the Director and any involved Educators to discuss the incidents and to work on strategies to stop the behaviour. The Director will inform and seek advice from the Principal of Northpine Christian College who may also attend any further requested meetings.**

**At this time a Home suspension of one day can be requested.**

**If the inappropriate behaviour continues then parents/caregiver will be asked to meet with the Director again and a Home Suspension of 4 more days can be requested. At this point the Director will meet with the Northpine Christian College School Principle to determine whether that child's enrolment at the Centre should be terminated. Full fees will apply where children are suspended.**

**Biting:**

- 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:
  1. Thorough supervision of children
  2. A calm and patient approach
  3. Not giving a reaction when a child has bitten
  4. Try to determine what triggers the biting
  5. Planning the activities, including encouragement of sharing of toys, to reduce

- frustration.
6. Consistent reactions of disapproval to the act of biting
- Educators management of a biting incident:
    1. Place the child in a situation where biting cannot continue.
    2. Administer first aid to the child who has been bitten by applying a cold compress while the child is being comforted.
    3. Encourage the biter to show empathy to the child for who has been bitten.
    4. Complete an incident report for the child who has bitten, and an accident report for the child who has been bitten.
    5. Discuss with the biter's parents/carer the strategies being put in place to prevent further incidences.
    6. Document prevention strategies with the incident report of the child who has bitten.
    7. **Under no circumstances** will educators inform parents of the name of the other child involved in the incident.

### **Responsibilities of parents**

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- To inform the Centre of any changes in their child's education and care needs.
- To contribute to the program through expressing any interests that their child may have.
- To provide the Centre with up-to-date information on their child and on any external circumstances affecting the child.
- To collaborate with educators in establishing a plan for any behaviour guidance required.
- To seek professional help for their child when recommended by the Centre staff and Nominated Supervisor.

### **Links to other policies**

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- Child Safety
- Child Protection
- Communication with Parents
- Illness and Injury

### **Sources, further reading and useful websites**

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#### **Sources**

- Abbey, B. (2007). *Behaviour management of children in long day care centres: The effects of training on carers' practices*. PhD thesis.
- Gartrell, D. (1995). Misbehaviour or mistaken behaviour. *Young Children*. 50(5) 27-34.
- Brenda Abbey Childcare by Design

#### **Further reading**

- Tebyani, V. (2009). *Guiding children's behaviour in child care*. [http://ncac.acecqa.gov.au/family-resources/factsheets/guiding\\_children's\\_behaviour.pdf](http://ncac.acecqa.gov.au/family-resources/factsheets/guiding_children's_behaviour.pdf) accessed 3 April 2012

#### **Useful websites**

- Australian Children's Education and Care Quality Authority – [www.acecqa.com](http://www.acecqa.com)
  - Early Childhood Australia – [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)
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## **Policy review**

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The Centre encourages staff and parents to be actively involved in the annual review of policies and procedures. Any new legislative changes or improved teaching practices will be identified as part the Centre's commitment to further quality improvement.

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Approval Name: Karen Petrie