



Behaviour Guidance

Statement

Goonellabah Nestle In Preschool & ELC aims to provide a secure, loving and stimulating environment which encourages children to co-operate, enhances children's self-esteem, encourages children's ability to interact with others, and where acceptable behaviour is promoted, 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 educators/staff to ensure discipline techniques are consistent and clear.

Goals

The purpose of this policy is whatever the age of the child, we strive for all children to learn: -

- The possible consequences of their actions.
- Alternative behaviours.
- Self-regulation.
- Independence and self esteem
- Respect for themselves and others.

Strategies

Goonellabah Nestle In Preschool & ELC encourages positive, cooperative behaviour through: -

- Establishing trust and confidence between educator and child.
- Considering the stage and development of each child.
- Considering the interests, concerns and abilities of the individual child.
- Showing sensitivity to the child's culture, background and home situations.
- Examining the reason behind the behaviour.
- 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 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's and educator's safety.



- Encouraging the children to show sympathy for children experiencing difficulties.
- Guidance to encourage individuality and confidence of children 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 Educators 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/guardians the Behaviour Guidance Policy and seek their assistance for solutions should the need arise.

In Respect to Infants and Toddlers: -

1. When behaviour guidance is necessary, the infant or toddler is removed from the situation and their attention diverted to a more positive behaviour. A brief explanation is also offered relevant to the child's developmental level.
2. The environment is provisioned with enough equipment for all children to interact, discouraging frustration.
3. Educators to be consistent in their behaviour guidance procedures so as to help infants and toddlers to begin to understand their own actions. This is also achieved by rewarding positive behaviour through encouragement and praise.
4. Educators to show comfort and sympathy to distressed children modelling a caring attitude.

In Respect to Pre-schoolers: -

1. Promoting positive behaviours will assist in preventing negative behaviours, educators strive to plan a program and environment which is both appropriate and stimulating for the children. This helps to avoid boredom or frustration which will ultimately result in behavioural difficulties.
2. When children display the inability to regulate their emotions, an educator will step in to assist the child. Educators will Time out is a time when children are removed from the particular play situation and asked to think about their negative behaviour. After a relevant time, appropriate to the child's developmental level the educator discusses with the child their actions and the consequences. The child is then encouraged to think of positive alternatives to their negative behaviour. In some cases, educators will need to help with this strategy.
3. Violent behaviour such as hitting etc. is discouraged at all times and is dealt with in a non-aggressive way. (refer note below regarding acting out behaviours).
4. The children discuss the ground rules of the room to determine whether behaviours are right or wrong. Ground rules must be made collaboratively with children for them to take ownership and respect of them.
5. Discussion of rules and centre guidelines with parents as well as children ensures they are aware of our behaviour guidance procedures and why we feel they are appropriate.



Educator Guidelines

1. Educators endeavour to remain consistent in behaviour guidance techniques throughout the centre.

Guiding Children with Extreme Acting Out Behaviours

Parent collaboration is essential when educators are guiding children with extreme acting out behaviours.

Behaviour Management Plans may be necessary and if so, will be determined and written in consultation with the family to ensure consistency. Behaviour Management Plans must be authorised by the family.

Possible Strategies: -

1. Time Away – used when a child is clearly out of control and is a risk to injuring themselves, others and property. This is intended to be a way of the child gaining self-control skills and not as a method for educators to “control” the child.
 - ◆ Educators must be relaxed and calm.
 - ◆ Educators to use limits and consequences. The consequence is that if the child cannot behave safely they will need to be moved away to a safe space to sit quietly, take a moment to relax and think about other ways they can deal with the situation. The space needs to be a nurturing, comforting place for the child and an educator must remain accessible to the child throughout this time for assistance in helping the child regulate or work through their strong emotional responses.
 - ◆ Educators to give the child the power to determine when they are able to re-join their peers. If the child stays out of the group for more than a few minutes and appears to have relaxed educators may need to prompt them to return. E.g. “If you are feeling ready to play maybe we could go and join our friends in the block corner”.
 - ◆ When the child re-joins peers and interacts appropriately, educators should encourage this behaviour.
 - ◆ DO NOT revisit the behaviour that occurred as this can trigger a further episode due to the child feeling shame and embarrassment.
2. Holding – used when a child is unable to regulate their behaviour and requires further support to deal with their extreme emotional reactions. Holding is used to protect the child, others and property.
 - ◆ Educators must be relaxed and calm. Educators need to have visual connection with other educators to support them through the process and to provide physical/emotional relief if required.
 - ◆ If another educator offers physical/emotional relief it is recommended that the educator step away from the situation in order to collect themselves.



- ◆ Educators to use limits and consequences. The consequence is that if the child cannot behave safely they will need to be held to keep them safe until they are able to keep themselves safe. e.g. “I will not let anyone hurt you and I won’t let you hurt anyone. If you continue, I will need to hold you to keep you safe”. Rocking is often a comforting motion.
- ◆ Educators to use a firm, but comforting hold (like a close cuddle). It needs to come from an attitude of respect and comfort and not be a form of controlling constraint.
- ◆ Educators to use reassuring statements whilst holding the child e.g. “It’s OK, I am holding you, you are safe”.
- ◆ Educators to reflect children’s feelings whilst holding the child e.g. “I can see you are angry”.
- ◆ Whilst holding the child, try to cradle, rock, sing to the child. Chant nursery rhymes, play touching games such as ‘Round and Around the Garden’ for a younger child, and make up funny and interesting games for an older child such as ‘I spy with my little eye something the colour of’, etc.
- ◆ Educators to give the child the power to indicate when they are able to “hold” themselves, as they will usually have a calm presentation. The child is then encouraged to re-join their peers.
- ◆ Educators to debrief with another team member after an incident.
- ◆ Educators to document the incident.

Monitoring, Evaluating and Review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every two years. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

Sources

Education and Care Services National Regulation 2011
Education and Care Services National Law Act 2010
Guide to the National Quality Standard 2011
Children’s and Young Persons (Care and Protection) Act 1998 www.kids.nsw.gov.au
Care Inclusion and Support Team
Early Childhood Australia Code of Ethics
Porter, L. (2003). Young children’s behaviour: Practical approaches for caregivers and teachers (2nd ed).
NSW: MacLennan & Petty.