

Behaviour Guidance Policy

Brunswick Crèche is committed to a Behaviour Guidance Policy because it:

- Reflects the values, attitudes and current recommended strategies that promote positive play behaviours and patterns;
- Respects the importance of interactions and relationships between children, families and educator;
- Understands why children behave in certain ways in specific circumstances;
- Promotes realistic play and behaviour limits that guide children's safety and security rather than curb their play experiences, curiosity or creativity;
- Defines clear and transparent caregiving strategies that communicate how behaviour guidance is implemented by the centre;
- Informs the centre's parents about the procedures involved in behaviour guidance management plans; and
- Explains the centre's commitment to professional development and utilisation of external agencies.

The purpose of the centre's Behaviour Guidance Policy is to:

- Encourage acceptable forms of behaviour by using strategies that build children's confidence and self-esteem;
- Provide children with support, guidance and opportunities to manage their own behaviour; and
- Promote collaborative approaches to behaviour guidance between the centre's parents and/or external agencies

The centre recognises and understands that a child's behaviour may be affected by their:

- Age and development;
- General health and wellbeing;
- Relationships with their family;
- Play and learning environments, which includes the physical indoor/outdoor settings, the weather, the time of year, the time of day;
- Educator's caregiving strategies and practices, which includes how those strategies are implemented;
- Relationship with other children and parents, such as students, volunteers and visitors; and
- External factors, such as family, home life, school or peer group experiences, or media coverage of traumatic events.

Families and educator display respect and empathy towards children when they label behaviour and not the individual child. This means that behaviours are managed, not children. While educator are aware and respect individual children's and families' backgrounds and beliefs, it may be necessary to balance the individual needs of parents with educator knowledge of developmentally appropriate practices and current best practice recommendations from recognised authorities.

Positive Behaviour

The behaviour and guidance techniques used by staff and Educators at our Centre are designed to give children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual.

Management/Nominated Supervisor/Certified Supervisor will ensure:

- Information is gathered from families about their children's social skills and relationship preferences, which will be recorded in the child's individual file. Our educators will use this information to engage children in experiences that support children to develop and practice their social and shared decision making skills.



- A partnership is developed with professionals or other support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. This information will be kept confidential and in the individual child's file.
- Children are given the opportunity to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else.
- Children are being acknowledged when they make positive choices in managing their behaviour.
- Positive strategies are being implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour. In addition, we will implement strategies educating children about developing behaviour limits and the consequences of inappropriate behaviour.
- Excessive behaviour is managed and communicated with families.
- Support educators enhance their skills and knowledge in guiding children's behaviour

Educators will:

- Encourage the individual social development in each child, striving to develop children's self-control and understanding the feelings of others
- Guide children's behaviour, teaching them how to be considerate of others – to think about the effects of their actions on others. It is important that children understand what acceptable and unacceptable behaviour is and how to manage their emotions.
- Use positive guidance through redirection. In the instance of adverse behaviour being persistently observed, Educators will evaluate their program, room set up, supervision etc. to reflect on inappropriate behaviour, triggers and sources.
- Role model appropriate behaviour and language, encouraging children to socialise with other children, including children of different cultural backgrounds as well as from different age groups and different sexes.
- Take into consideration the child's past experiences as their behaviour could be a result from past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence.
- Be responsive to these former experiences, designing and implementing behaviour plans with the individual child that include strategies which will assist alternative and positive behaviour.
- Ensure all strategies being implemented are appropriate to the child's age and developmental capacity.
- Adapt a positive approach, excluding cruel, harsh, humiliating or demeaning actions.
- Consult with industry professionals to support the child within the Centre and implement techniques within the program to benefit all.
- Commit to professional development and keep up to date with industry information regarding behaviour management.
- Re-direct a child who may be causing or about to cause harm to himself or herself, another child or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys, punching or hitting, or being disruptive. Redirection may also include an incident where a child places himself in a dangerous situation, for example, climbing a fence or hiding under furniture. Safety is a priority and this may mean using physical re-direction in which an Educator will actually remove the child from the harmful situation
- Continue observing the child, where a similar incidence occurs on a regular bases, the child's parents and Educators will meet to discuss the issue and create a Behaviour Management Plan of action to support the child in the environment.
- Exchange information with families on the subject of behaviour management which is encouraged both on an informal and more formal basis, such as parent interviews and through newsletters.
- Be sufficiently informed, trained and supervised to implement the behaviour management plan created, ensuring that information is composed and recorded for reflection on its effectiveness for the individual child.
- Support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.
- Discuss emotions, feelings and issues of inclusion and fairness, bias and prejudice and the consequences of their actions and the reasons for this as well as the appropriate rules.



- Encourage children to listen to other people's ideas, consider pro-social behaviour and collaborate in problem solving situations.
- Listen empathetically to children when they communicate their emotions, provide encouragement as they reassure the child it is normal to experience positive and negative emotions.
- Guide children to remove themselves from situations where they are experiencing frustration, anger or fear.
- Support children to negotiate their rights and rights of others and mediate perceptively when children experience complexity in resolving dissimilarity.
- Learn about children's relationships with others and their relationship preferences they have and use this knowledge to encourage children to manage their own behaviour and expand on their empathy skills.
- Work with individual families and professional agencies to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- Use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them.
- Remain calm, tender and tolerant as they encourage children who are strongly expressing distress, frustration or anger.
- Guide children's behaviour with a focus on preserving and promoting children's self esteem as they learn to self-regulate their behaviour.

Families will:

- Be informed of behaviour management concerns we may have with their child, this includes: the positive and negative aspects of the day.
- Collaborate with Educators and professional agencies when required in order to develop a broader understanding of the child's developmental level, the child's family, the parent's approach, and any recent events, which may be influencing the child's behaviour.
- Work in partnership with educators where concerns are raised about the behaviour of their child
- Consent in writing where educators believe liaising with relevant professionals to support the learning and development of their child and apply for funding to do this where necessary
- Agree to work with educators to minimise risk where the child's behaviour is a danger to children and educators. This may include seeking professional support from, for example a pediatrician, speech pathologist or family support centres, or reducing the hours of care until the child's behaviour is supported and risk to others is minimised.

Children will:

- Learn to respect the rights and needs of others by anticipating the result and consequences of their behaviour.
- Be given positive guidance towards acceptable behaviour so they learn what acceptable and unacceptable behaviour is.
- Need to learn to be responsiveness of their actions and how their behaviour impacts on others.
- Be encouraged to use their words rather than actions to resolve conflicts
- Build on strengthening their communication through intentional teaching moments which will include:
 - Greeting others when they arrive and depart from the Centre
 - Sharing resources
 - Assisting when it is time to pack away the indoor and outdoor environment
 - Using manners such as please and thank-you
- Learn to wait for their turn for an appropriate period of time. This will depend on age and development
- Learn about the feelings of others throughout the program in order to assist children to understand the consequences of their actions.
- Be encouraged to engage in cooperative and pro-social behaviour and express their feelings and responses to others' behaviour confidently and constructively, including challenging the behaviour of other children when it is disrespectful or unfair.



Behaviour Management Plan

There are different types of behaviour that children can display and sometimes it can be hard to manage, especially if a child is having behavioural issues. This article will help you to develop a behaviour management plan which can be used during the hard times.

The aim of the Behaviour Management Plan is to develop strategies that can be taken to support the child's behaviour. Before developing the plan, evidence is required on the individual child. Once this information is collected, this can be used to formulate the plan. Some of the evidence includes:

- Observations of the child's behaviour (events leading up to the behaviour, how it occurs etc. how it ends etc.)
- Input gathered through discussions with parents
- Background information on the child (enrolment forms, family feedback forms etc.)

The reason for collecting this evidence is to make well informed choices on the actions that needs to be taken. Only then the situation can be dealt with positively and effectively.

Completing the Plan

When managing a child's difficult behaviour there needs to be consistency and trust between the service and home. It's important that the parents have input and agree with the strategies that will occur. Not only will the staff read this behaviour plan but so will the parents. Make sure that the plan is positive and objective (you write what you see without personal opinions or thoughts).

For example:

- **Behavioural Indicators** – yelling, kicking, screaming, hitting, punching, throwing objects, etc.
- **Antecedent Events** – fatigue, frustration with task, asked to put toys away during play, etc.
- **Prioritize Behaviour** – 1. Swearing 2. Kicking 3. Hitting 4. Scratching 5. Biting (biting is highest as it causes it causes more harm)
- **Intervention** – directions given as a choice ("you can sit near me or with Helen"), positive feedback of others ("Harry is putting the blocks away. Good job, he'll be ready for lunch soon"), give reminders of transitions ("time to pack away in 5 minutes"), reinforce positive behaviour ("you're sitting quietly, good job")
- **Strategies** – provide a quiet area to use when over stimulated, sitting near educator during group time, use picture cards for the daily routine, modify activities to suit needs etc.
- **Aims** - for Mary to stop biting others while reaching for a toy during play, for Layla to stop hitting during meal times etc.

Involving Parents

This plan cannot be developed without the knowledge and co-operation of the child's parents. Ideas should be shared between the educator and parent in order to create a positive approach to dealing with this behaviour. The intervention and strategies mentioned in the plan should be implemented (where possible) in the home and service in order to create a supportive environment. Involving parents can include:

- Keep up to date with behaviour changes at home and service through email or meetings
- Behaviour sticker chart between home and the service
- Parents to be involved in excursions etc.
- Misbehaviour will be handled as it occurs, Parents to be encouraged not to dwell on it
- Focus on the positives that occur throughout the day

When the behaviour plan is completed, a meeting should be set up with parents to discuss it. During this time once the plan has been agreed upon parents should sign it.

A behaviour management plan should only be used when all other means have been exhausted and the behaviour that is being displayed is serious. An effective plan needs to be put into place in order to sufficiently deal with this concern.



Inappropriate Behaviour

Educators and staff understand that inappropriate behaviour is a child's way of saying they need support. Educators will reflect on the reasons for the child's behaviour and develop strategies or a plan with the Nominated Supervisor which can be implemented by all educators to ensure consistent responses to the child's behaviour at the centre.

Children's behaviour may be inappropriate for a variety of reasons. Some of these include:

- Insecure attachment to educators or families
- Emotional immaturity
- Insufficient language skills to express their needs and wishes
- Used to gaining attention from negative behaviour
- Condition or number of toys, resources and equipment
- A diagnosed or undiagnosed spectrum disorder.

Depending on the reason for the behaviour, some strategies for dealing with inappropriate behaviour may include:

- Ignoring the negative behaviour and praising the positive behaviour (while ensuring the safety of all children), and ensuring all body language is consistent with actions and words
- Building strong social bonds through a focus on attachment theory and Circle of Security approaches
- Using key words with signing and objects or visuals to help children with communication difficulties
- Using minimal steps in directions then allowing time for a child to understand eg 3-5 seconds
- Using terminology that children understand such as 'my turn' 'your turn' rather than assuming children understand eg children may not understand what it means to "share" or that saying "sorry" does not mean they can repeat the behaviour
- Allowing children to develop their reasoning and emotional knowledge by helping them to reflect on their actions eg "Tommy, what are you doing?" "I saw you" "What were you about to do with ...?"
- Not telling a child to do something but asking the child a question eg "What do we have to do so we can have lunch, " rather than "pack up"
- Talking with children about the consequences of their actions, our rules and why we have them
- Adjusting the menu and the time that certain foods like fruit which are high in natural sugar are provided
- Providing sufficient opportunities for exercise including running which can calm anxious or agitated children through the production of certain brain chemicals
- Intentionally teaching behaviours like walking inside, never assuming children know how to do things or behave, and reaffirming those and other positive behaviours
- Using empathy and putting themselves in the child's position to try and understand where the behaviour came from (rather than yelling at the end result of the behaviour)
- Documenting incidences of inappropriate behaviour and when they are occurring and developing a behaviour plan with parents and if relevant other professionals
- Appointing one person (eg Nominated Supervisor) as a contact point for parents
- Educators will not isolate, intimidate or subject children to corporal punishment to guide behaviour.

Establishing limits

Children are involved in establishing play and safety limits in the centre, which reflect recommended best practices, and the consequences involved when limits are not adhered to.

Establishing spaces

Children are involved in establishing play and learning spaces in the environment which includes areas where children can find solace, peace and relaxation.

Support

The centre provides opportunities for children to seek information that can assist them in dealing with their emotions.



Enrolling, orientating and settling families into care

The centre informs families about the behaviour guidance policy on enrolment and seeks information from families about the behaviour guidance strategies used at home.

Establishing lines of open communication and expectations

- Educator respond to, and acknowledge children's emotions, such as happiness, anger, pleasure, fear, anxiety, frustration, sadness, and pride.
- Educator acknowledges that the emotions experienced by children are significant.
- Educator understand that children may not have developed the appropriate strategies to express emotions due to their age and/or stage of development
- Educator attitudes and caregiving strategies demonstrate an understanding and empathy towards children who display behaviours that are not always consistent with their development and/or general disposition.

Positive Guidance

We are committed to using a positive approach in guidance and discipline. This means recognising why a child might behave in a certain way and encouraging more acceptable forms of behaviour. Educator influences behaviour through both their actions and their comments. Guidance and discipline must always encourage their individuality and confidence of children and aim to develop their self-esteem., At all times the educator will take care to ensure that their expectations of individual children are reasonable given a child's age and individual abilities.

Reviews and Discussion

We recognize that behavior guidance practices and policy are ongoing processes. For this reason the policy will be reviewed whenever necessary by the educator and at least annually by the Management Committee. In practice, the educator will discuss at their regular meetings any particular issues as they arise. The Management Committee will support the educator in attending in-centre training on behaviour guidance issues

Planning and Prevention Strategies

- The educator provides enough materials and space for children to avoid disputes over 'ownership' or playing areas.
- The educator encourages and praises the efforts of children in play. Educator members focus their comments on whatever is positive in a child's behaviour – that is, whatever is imaginative, expressive, skillful, independent, thoughtful etc.
- The educator regularly discuss with the children the reasons for the rules at the Centre in terms of concern for the welfare of others.
- As much as possible and particularly when children are reluctant to follow a request, the educator will present children with choices and point out the logical consequences for them. In this situation a child's choice of behaviour (and consequence) will be accepted.
- The educator is regularly available to discuss discipline or guidance issues with parents and seek constructive solutions with them to any difference in values.

Positive Responses to Inappropriate Behaviour

- Following are the preferred ways of responding to inappropriate behaviours. The educator will be familiar with these strategies and practice them with respect for the children, taking into account their ages, individual needs and personalities and context for the behaviours.
- If a rule has been broken, the educator will remind children of the rule and, if it is appropriate, discuss the reasons for the rule again.
- Redirecting is an important strategy for encouraging younger children away from dangerous or disruptive behaviour. With older children this can be accompanied by an explanation.
- After other methods have been tried, the educator can redirect a child whose behaviour is dangerous to others or disruptive of group activities. The child will be kept in the same room but asked to sit



apart from the others. The educator always accompanies this action with an invitation to the child to return as soon as she/he feels better, or feels like joining in again.

Responses to Particular Behaviours

Biting

All individuals involved in the care of a child need to recognise that at times, some children, for a variety of reasons, attempt to bite other children.

Some reasons a child may bite are:

- Infants – Experimental, Sensory Pleasure, Teething
- Toddlers – Frustration, fatigue, attention seeking, confined spaces.
- Older Children – Aggression, deliberate.

In the event of a biting incident, educators will abide by the following procedure:

- Check for broken skin.
- Clean all bites, regardless of whether the skin is broken or not.
- Apply a cold compress to the bitten area
- Our educators will contact the families of the child who has bitten and the child that has been bitten as soon as possible. Families are then responsible for any follow up medical treatment.
- If the biter is a known infectious disease carrier, or can be seen to have facial herpes and the victim's skin is broken, the Nominated Supervisor or Authorised Supervisor will convey this information to the family.
- Should the behaviour continue, our educators will work in conjunction with families and, if necessary, external agencies, to develop a Behaviour Guidance plan for the child who is biting.
- Our educators will complete an incident report for any occasion where a child bites and submit to the Nominated Supervisor.
- Monitor the behaviour of the child who has bitten and use distraction techniques to prevent the child reaching the point where the child feels the need to bite.

Toddlers: Biting

Biting other children is an infrequent but normal behaviour for children under three years. The educator will consider a number of factors when an incident of biting occurs:

- Is the child teething? Does the child need more attractive biting objects to play with?
- Did the biting develop from playful, exploratory behaviour?
- Is it likely that the child has learned to get attention of educator or other adults by biting?
- Was the child over-excited before the biting has happened? Can this be prevented in the future?
- Is the child frustrated by the social situation? – for example, the presence of too many older children, access to a preferred toy refused, unable yet to use language to express her/his needs. In these situations some re-arrangement of the biting child's social environment is important.

The bitten child will be comforted immediately and the child who did the biting can be given an opportunity to offer comfort as well. (This does not mean forcing the child to apologize).

Tantrums

When a child has tantrum the educator first ensures that the child is in a safe area where they will not hurt others or themselves. The educator leaves the child alone and returns as soon as the child is calmer. The child may choose to rejoin the group when calm enough.

Swearing

This is an issue that requires discussion between educator and parents as well as the children. Educator takes into account that experiments with toilet humor and swearing re common and normal among pre-schoolers. Some responses the educator can use include: Ignore occasional swearing

- Say to the child "we don't use those words at crèche



- Suggest a more socially positive way of expressing their emotions or needs and reinforce any positive language with praise
- Remain calm and matter-of-fact no matter what the child might say.

Bullying

In order to overcome bullying in our centre, our educators will be aware of the following information and maintain the following practices:

Our educators will be aware of the following characteristics in children who bully -

- Children of all backgrounds can bully
- Preconceived notions of children who bully should be avoided
- The child who bullies may also be the victim of bullying
- The child who bullies will often think that they are innocent, and that the child being bullied is somehow deserving of this negative experience.
- Recent research demonstrates that aggressive behaviour and bullying inclinations begin in some children as early as two years old, which highlights the importance of children's centres educators in effectively responding to children who bully.

Our educators will be aware of the following characteristics of victims of bullying -

- Children of all backgrounds can fall victim to bullying
- Preconceived notions of children who fall victim to bullying should be avoided
- Boys are victims of bullying more than girls.
- Victims may have low self-esteem, lack of confidence, lack social skills or be viewed as unpopular.
- It is important to remember that victims are often sensitive and easily hurt, and feel incapable of preventing such negative experiences.

Our educators will implement the following strategies to overcome bullying -

- Practice all-encompassing and socially inclusive care.
- Daily programs will recognise, value and reflect the social and cultural diversity of our community.
- Role model and actively encourage appropriate behaviours.
- Form a close relationship with family members in order to work cooperatively to overcome instances of bullying.
- Empower children by giving them responsibilities that will make them feel valued.
- Help children deal with their anger. This includes offering alternative dispute resolution techniques that are socially acceptable.
- Seek the support of children's centres professionals when it is necessary.
- Respond promptly to children's aggressive or bullying behaviour.

Source: Lady Gowrie Training Session, National Quality Standard, Education and Care Services National Regulations 2011, Early Years Learning Framework ECA Code of Ethics, Raising Children <http://raisingchildren.net.au>

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National Quality Standard – NQS

Quality Area 5: Relationships with Children

5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
5.1.2	Each child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
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 rights of every child are maintained at all times
Quality Area 6: Collaborative partnerships with families and communities	
6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing
6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
6.3.1	Links with relevant community and support agencies are established and maintained
6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities
6.3.3	Access to inclusion and support assistance is facilitated
6.3.4	The service builds relationships and engages with their local community.
Education and Care Service National Regulations	
155	Interactions with children
156	Relationships in groups
Early Years Learning Framework	
Learning Outcome 1 - Children have a strong sense of identity	
1.1	Children feel safe, secure, and supported
1.2	Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
1.3	Children develop knowledgeable and confident self identities
Learning Outcome 2 - Children are connected with and contribute to their world	
2.1	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
2.2	Children respond to diversity with respect
2.3	Children become aware of fairness

